

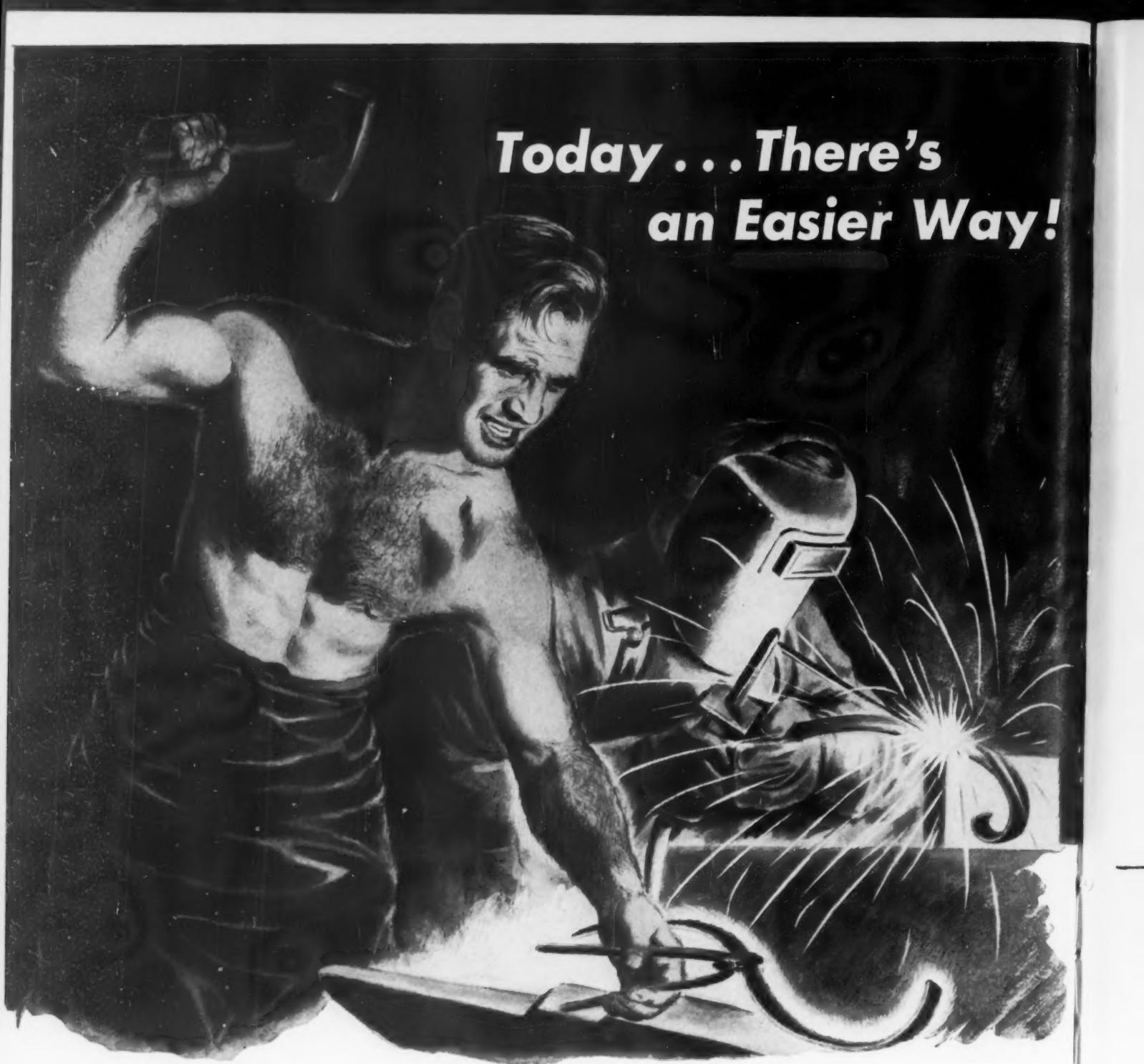


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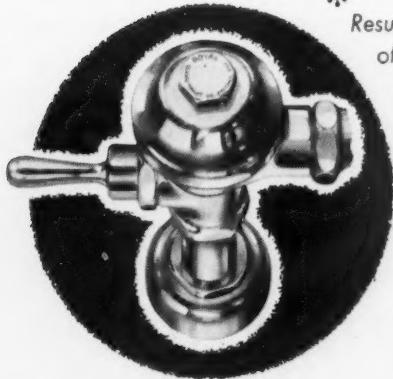
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March 1949

FEATURE ARTICLES

Looking Forward	19
First Grade—the School's Last Chance, an Interview with MARTIN L. REYMERT by MILDRED E. WHITCOMB	21
Army Adopts Guidance Plan	25
NATT B. BURBANK	
Platform of the Seminar Party	26
THEODORE C. WENZL et al.	
When Driver Training Is Mandatory	29
The Teacher Must Learn First in Sex Education	33
L. E. LEIPOLD	
Korea—Where Teachers Beg for Demonstrations of Classroom Democracy	35
JOHN S. BENBEN	
Trend in Administration Is Toward Democratic Leadership	37
A. H. SKOGSBERG	
Broader Scope for Tests and Measurements	39
J. WAYNE WRIGHTSTONE	
Current Decisions on School Law	42
M. M. CHAMBERS	
Lay Advisory Commission Puts School and Community in Partnership	43
LESLIE W. KINDRED	
New Meanings and New Tests for Citizenship Training	45
WILLIAM C. REAVIS	
Chalk Dust	47
FREDERICK J. MOFFITT	

A.A.S.A. CONVENTION

Session at San Francisco	op. 32
--------------------------	--------

SCHOOLHOUSE PLANNING

Primary School for Suburban Community	30
R. C. LENNOX	
High School in Atlanta—Conservative Modern	31
T. W. CLIFT	

THE SCHOOL CAFETERIA

Good Maintenance of Equipment Pays Off	48
FRANCIS C. SHIEL	
Passover Gives School Cafeteria Chance to Honor Jewish Children	50
SPURGEON CROSS	

AUDIO-VISUAL AIDS

Consultant Bureau Helps Produce Classroom Films	51
ARTHUR C. STENIUS	

MAINTENANCE AND OPERATION

Four Phases of an Adequate Fire Protection Program	56
H. H. BENSON	

REGULAR FEATURES

Among the Authors	4
Roving Reporter	6
Questions and Answers	8
News in Review	60
Names in the News	104
Coming Events	110
The Book Shelf	112
What's New for Schools	131
Index of Advertisers	op. 136

AMONG THE AUTHORS

As chief of the bureau of apportionment of the New York State Department of Education, THEODORE C. WENZL (p. 26) supervises the distribution of state aid to school districts in the state. Dr. Wenzl's career in education includes six years as a teacher in Irvington, N.J., and Oceanside, N.Y., and three years as a member of field survey staffs specializing in school plant planning which made studies in Ridgefield, Conn., St. Louis, and Pittsburgh. He joined the New York State Department of Education in 1940 as senior education supervisor, assigned to school plant financing and maintenance costs. Dr. Wenzl served a year as associate education supervisor, assigned to the administration of Federal Works Agency maintenance and operation funds for the state, before he was named to his present position in 1945. In 1939 he made a trip to Europe to observe and study school plant planning and housing in eight countries. He was a member of the summer school faculty at Alfred University in 1947 and the University of Maryland in 1948.



T. C. Wenzl

L. E. LEIPOLD, whose article, "The Teacher Must Learn First in Sex Education" appears on page 33, has been principal of Nokomis Junior High School in Minneapolis since 1941. Previously he had been superintendent of schools in Barnum, Minn., and principal of an elementary school at Adams, Minn. Since 1947 he has spent his summers teaching, as an associate professor of education, Colorado State College. For his doctor's dissertation, Mr. Leipold made a study of the administrative relationships of elementary school principals in sixty-five American cities. An amateur prospector and geologist, Dr. Leipold has a hobby room filled with specimens from the West, including many Indian artifacts.



L. E. Leipold

H. H. BENSON, whose article describing an adequate fire protection program appears on page 56, is director of personnel at Cornell University. He received his B.S. degree from Cornell and has been associated with that university since 1933, when he was named supervisor of the campus motor vehicle bureau. He also was supervisor of traffic control and the campus patrol (the latter included the fire prevention service) before he was appointed to his present position last July.

ALFRED H. SKOGSBERG gathered the material he discusses in "The Administrative Trend Is Toward Democratic Leadership" (p. 37) as a field worker for the Metropolitan School Study Council, a research affiliate of Columbia University Teachers College. Now principal of Bloomfield Junior High School, Bloomfield, N.J., Dr. Skogsberg began his teaching career in a rural school in Iowa. Later he taught at Western Union Academy, Le Mars, Iowa; Yale University, and Hempstead High School, Hempstead, N.Y. He is secretary of the local Rotary club, a member of the executive board of the Tamarack Boy Scout Council, personnel consultant for the Bloomfield Girl Scout Council, and director of the local Red Cross chapter. In his leisure time he enjoys fresh water fishing, camping and playing tournament bridge.



A. H. Skogsberg

ARTHUR C. STENIUS, director of Wayne University's Audio-Visual Consultation Bureau, explains the work of the bureau in aiding commercial sponsors of educational films, on page 51. From 1943 to 1946 Dr. Stenius was coordinator of the department of visual, radio and safety education and the children's museum for the Detroit Board of Education's division of instruction. In 1947 he was named professor of education at Wayne University; the audio-visual bureau was established the following year. Dr. Stenius has made several studies of radio and visual education in Europe.



J. W. Wrightstone

J. WAYNE WRIGHTSTONE, author of "New Emphasis for Tests and Measurements" (p. 39), is assistant director of the bureau of reference, research and statistics of the New York City Board of Education. Before accepting his present position in 1940, Dr. Wrightstone taught in the Smedley Junior High School, Chester, Pa., and was principal of Hamilton School, Summit, N.J., research associate at Teachers College, Columbia University, and assistant professor at Ohio State University, Columbus. He received his B.S. degree from the University of Pennsylvania, his M.A. from New York University, and his Ph.D. from Columbia University. Dr. Wrightstone is a past president of the American Educational Research Association. He is the author of several books on education. His hobbies are tennis, swimming and photography.



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Students in Chattanooga Aid Farm Implement Company and Patent Appli-
cants . . . New York Students Operating Tearoom, Beauty Salon and Dress Shop**

THE LONDON FIRE of 1666 is reported in the terms of today's news stories in the "newspaper" British schoolboys are reading now to learn their country's history.

Newton's theory of gravitation, Milton's poems, and Galileo's death are among the historical and literary events covered in other editions of this unusual paper. The stories are written in the style of the reporter and columnist and laid out in newspaper format. Dates of the first twelve papers range from 1588 to 1848.

The new device is the idea of a British director of education who insists on remaining anonymous. He does all the writing and editing for the newspaper.

There is nothing restrained about the historical paper when it reports "events of the day." A 1746 banner headline reads "Victory at Culloden Moor," and underneath, "Jacobite Army Annihilated." The issue of 1666



announces, "London Scoured by Fire." Eyewitness accounts of the fire, including one by Samuel Pepys, are featured.

The "News in Brief" column for 1642 includes this item: "CANADA: It is reported that the Frenchman de Maisonneuve has established a new township some sixty miles above Fort Richelieu on the St. Lawrence. He has named his new settlement Montreal."

As a result of this project, school children are taking to their history lessons as eagerly as they do to comic

books or adventure stories. In fact, the boys and girls were so enthusiastic about the first papers that a call was immediately sent out for more. Additional issues are being prepared by the one-man staff.

MAKING DRAWINGS of farm equipment for a farm implement company is part of the class-work of students in the drafting department of Kirkman Vocational High School in Chattanooga, Tenn.

The company furnishes the students with finished parts which the boys painstakingly measure to a thousandth of an inch to get the dimensions. After all dimensions are taken from a part, the class submits a rough draft or sketch to the implement company for comment and approval, just as many industrial drafting departments do.

The students also help patent applicants. They made a complete set of tracings of a collapsible oar, a German war souvenir, whose owner was interested in patent rights in this country.

For a religious organization the Kirkman drafting class drew a map which showed the Bible territory. It illustrated high points in biblical history such as the path of the Children of Israel, the landing of Noah's ark on Mount Ararat, and the Garden of Gethsemane.

The architectural problems the class deals with range from the remodeling of basements for apartments to the making of initial layouts for large four-story buildings.

The drafting department instructor, David E. Dicus, feels these problems have done much to arouse interest and serve a good purpose in aiding the student to understand better what will be expected of him in his drafting trade.

A TEAROOM, a beauty shop, and a salesroom containing hundreds of student made articles from dresses to table linens occupy the first floor of the Mabel Dean Bacon Vocational High School in New York City.

All three are managed by the students, under the supervision of teachers, and are open to the public. Working in the shops is part of the girls' training.

"Students in the needle trades who make the garments for the salesroom realize that they have to have a high



standard of workmanship to please the public and that they have to meet the standards of the most exclusive shops in the city to be successful," Mrs. Mary Q. Cassidy, principal of the school, says.

The student beauty operator also must please the customer to be successful. And before she is graduated the girl must be able to make appointments and to run the shop.

In the tearoom students plan the menus, buy the food, prepare it, and serve it. The tearoom is open to the public from 12 to 1 p.m. each day. The girls also do some catering.

Profits from the enterprises are put into a revolving fund and used for supplies. Accounts are kept, inventories are made, and the books are audited by the students.

The girls attend school six hours a day, spending three hours in trade classes and three in academic study.

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Questions and Answers

Direction of Dramatics

Should one teacher in a building take over direction of all dramatics, such as junior and senior plays, if no dramatics teacher is employed? For seasonal assembly programs, such as the Columbus Day program, should the homeroom teacher, adviser or some other teacher have charge?—P.M.M., Pa.

Yes, if the one teacher, through special interest or experience, is in better position to achieve the desired results than the several teachers might through a division of responsibilities. In that event, adjustments in class schedule and possibly salary are needed.

There is much to be said for the organization of seasonal assembly programs under the leadership of the homeroom teachers. A certain amount of loyal competition can be stimulating both to the various homeroom groups and to their teachers. Here again though, the abilities or particular interests of other teachers should be made available to the homeroom teacher who wishes assistance.

No uniform practice can be recommended, of course. Results vary with local conditions, and successful programs are being carried out under both plans—where one person directs dramatics activities and where several teachers direct them.—SAM DAHL, *deputy superintendent, Nebraska State Department of Public Instruction.*

Discipline at Bus Stations

How can discipline be maintained at stations where pupils wait for buses?—R.P., Ark.

This type of discipline is generally difficult for many reasons, perhaps the most important of which is the lack of authority of school officials over those children before they actually get into the bus. Some states authorize school officials to maintain complete control over children from the time they leave their homes on the way to school until the time they reach their homes after school, but this is not usual.

Proper instructions governing the conduct of pupils at the school bus

stations should be given at the beginning of the school term, and the school administrator should be kept informed of the action of pupils at these stations. If disciplinary problems continue to arise, it may be necessary for the school administrator to bar the troublemakers from the use of the bus for a given length of time.

Naturally, this should be done only after the administrator has had a chance to talk this problem over with the parents of the children concerned. It may seem harsh to deprive pupils of the privilege of bus transportation for a period of time, but such action may be necessary in extreme cases.—F. B. DECKER, *director of administration, Nebraska State Department of Public Instruction.*

Clothing for Physical Education

Should it be made compulsory that students taking physical education change to suitable clothing and also take showers? Should each student buy his own outfit, or should the school furnish these garments?—E.C.B., Ohio.

If a physical education class is what its name implies, all students should be properly dressed for the activity. In general, students should be active during the physical education period, and the perspiration, which should be a part of the physical education class as far as the student himself is concerned, certainly would necessitate clothing that can be changed frequently. Also, showers should be a definite requirement.

In many states, public funds may not be used to purchase equipment for the individual use of students participating in school activities. In general, it seems more desirable that gymnasium attire be provided by the students themselves. In most instances, a definite style or pattern is required; these garments usually are available at moderate cost.—CHARLES E. FORSYTHE, *assistant superintendent for interscholastic athletics, Michigan State Department of Public Instruction, Lansing.*

Discipline by Teachers

How much and what discipline should be expected of teachers?—C.A.S., Me.

Good discipline in a school results largely from the attitudes of the administration, the teachers, and the pupils. Such attitudes do not come naturally but should be taught and consciously practiced. Watching the halls when classes are passing and policing the assembly room may cause disciplinary problems to become more acute rather than solve them.

Good classroom discipline is a result of a favorable reaction between the personality of the teacher and those of the pupils. The teacher should make an introspective search into his own personality to discover shortcomings. He should try several different attitudes toward difficult pupils until he discovers the one that works the best. It is well for a teacher to transfer his attention from annoyance at the misbehavior of a pupil to a genuine interest in the latter's problem which causes the unsocial behavior.

The teacher should be tolerant of behavior which is contrary to his own standards. He may give short talks, during class periods or homeroom periods, on good manners and following the proper conventions. Politeness should spring from kindness within and a consideration of others. High school students are peculiarly susceptible to an appeal to good breeding. Franklin in 1749 proposed the latter as the most important subject of study for his proposed academy for boys. The teacher should uphold the conventions accepted by social usage and publish among the parents what conventions he is upholding.

Within the classroom itself, while the work is in progress, a good rule which reduces disciplinary problems to a minimum is to keep all the pupils busy at all times by placing before them interesting tasks that are always a little ahead of what they have already accomplished.—A. V. OVERN, *professor of education, University of North Dakota.*

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Life of School Buildings

How long should school buildings last? How can old ones be utilized?
—J.H.Q., III.

There is no adequate specific answer to either of these questions. Some school buildings are obsolete upon completion, while in other areas buildings two generations old have distinct possibilities for rehabilitation and modernization. I should like to consider school buildings as expendable tools. I wish it were possible to erect school buildings for twenty-five or thirty years' service that would be comfortable, safe, educationally adequate and have low maintenance costs during this short life span.

The facts are, however, that if school buildings meet these criteria they will last seventy-five or even 100 years if properly maintained. When one-story buildings are feasible, semi-permanent construction can be economical and adequate. Single-story buildings may be erected of materials with relatively low fire rating and, if provided with suitable exits, are safer than multistory "fireproof" buildings.

With the tremendous need for additional facilities, it is necessary that we give careful consideration to the possibilities of rehabilitating and modernizing many of the old structures. In determining whether an existing building should be replaced or modernized, the following factors should be considered: (a) location and capacity in relation to pupils served, (b) size of site and availability of adjacent land, (c) soundness of general structure, (d) size of rooms or flexibility of interior walls which makes remodeling feasible, (e) whether the building can be made safe and healthful, and (f) whether the resulting facility will be worth the cost of rehabilitation and modernization.—RAY L. HAMON, chief, school housing section, U.S. Office of Education.

School Trips

In addition to references on school trips and excursions listed on page 10 of your January issue, you may wish to tell L. V. B. of Iowa about the bulletin our division published several years ago: "Exploring the Environment" (No. 1250, Division of Elementary Education, New York State Education Department, Albany).—FREDERICK J. MOFFITT, chief, bureau of instructional supervision, New York State Education Department.

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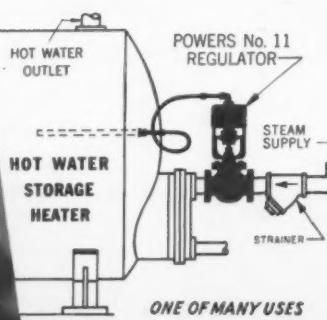
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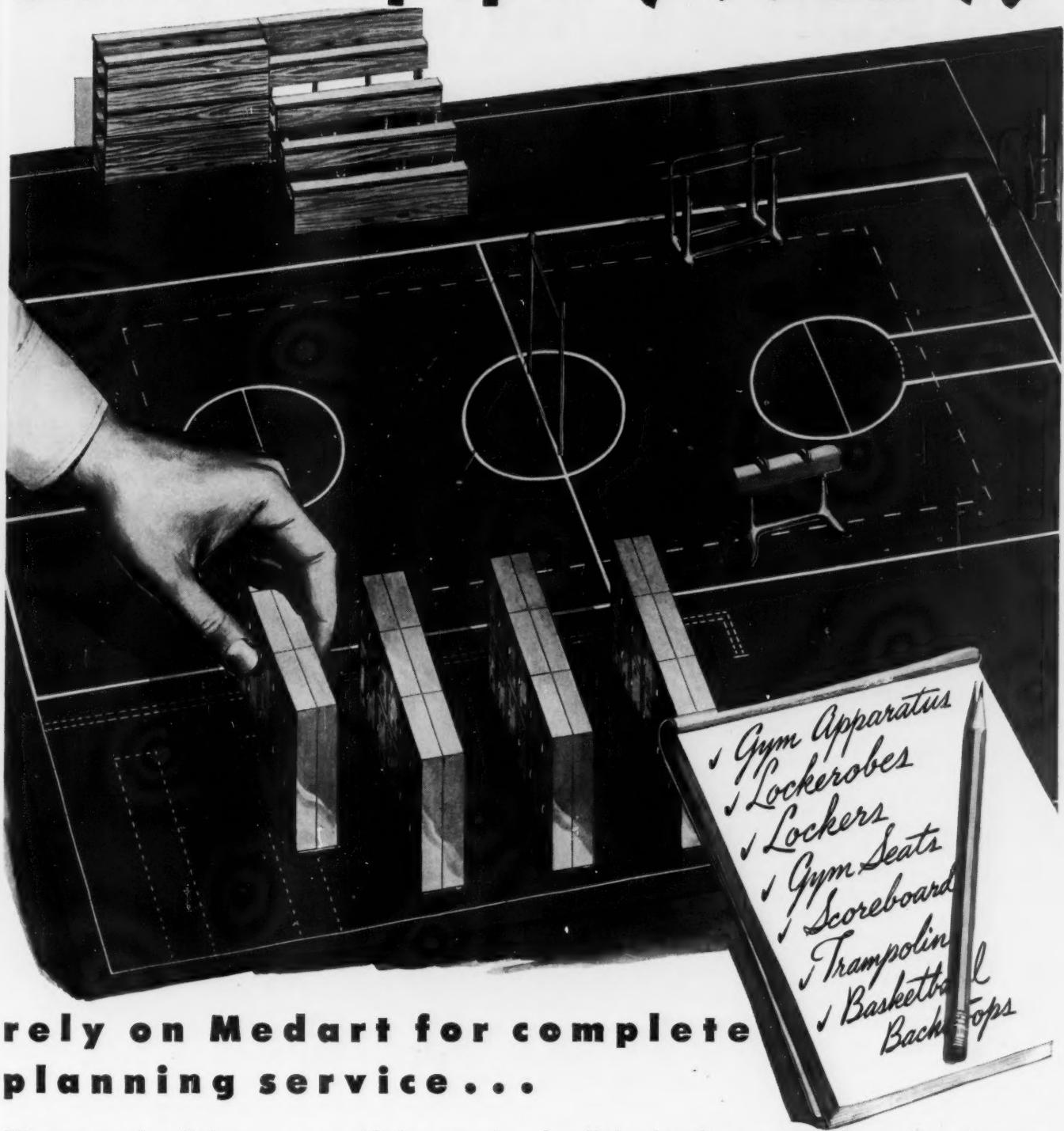
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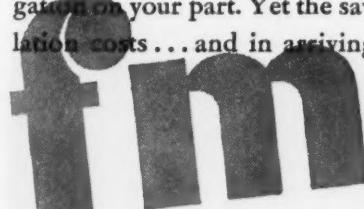
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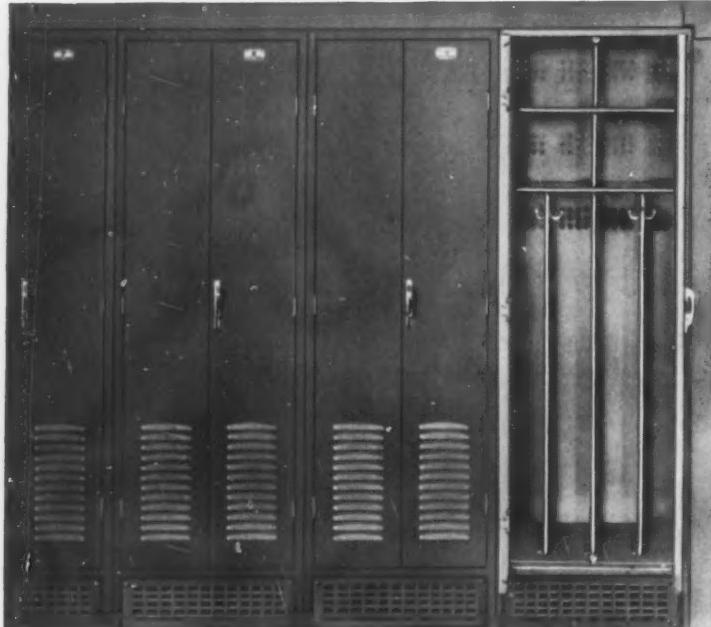
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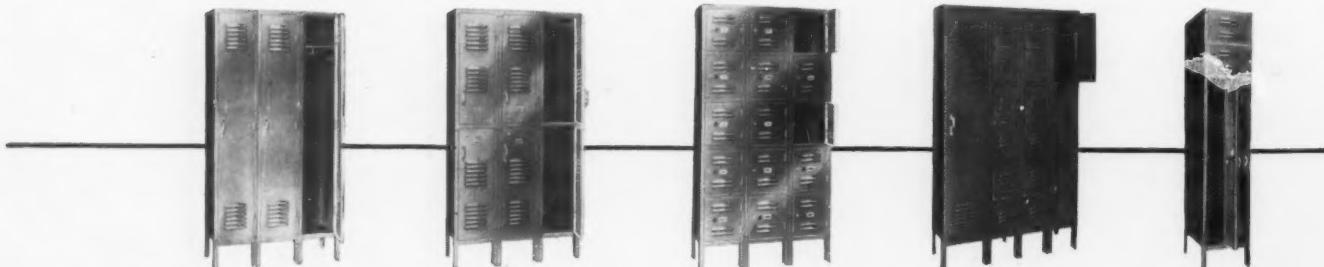
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Looking Forward

Whose Vested Interest?

THE teacher has a vested interest in her job," asserts a recent editorial in an education fraternity magazine. The emphasis should be in the other direction—the *community* has a "vested interest" in the teacher.

Public education is a tax supported service for the good of the child and society; it is not a welfare agency to provide employment for a group of individuals. Carried to its extreme interpretation, the "vested interest" of the Latin teacher would require that he be given continued employment as a teacher of Latin, even if the subject is no longer desired in a high school curriculum. Such reasoning is akin to Petrillo's argument that jobs must be provided for musicians, although the phonograph and radio have eliminated the need for such a large number of professional instrumentalists. By the same synthesis, one would argue that a doctor has the ethical right to practice surgery even if science has proved his methods needlessly dangerous to the life of his patient. Society grants both the doctor and the teacher the privilege of practicing their professions, and inherent in their certificate or license is an understanding that the welfare of the child or of the patient takes priority over any lifelong guarantee of employment.

Such a point of view does not abrogate the principle of tenure for teachers. The primary function of tenure is to protect the child against the inefficient teacher. The privilege of tenure should be contingent upon the teacher's ability and desire to maintain his efficiency.

It must be admitted that schools have not been able to change curriculum and methods as rapidly as needed to keep pace with changing times. As the tempo of living increases, this institutional lag becomes more and more serious. The blame must be shared by those teachers who are unwilling to learn improved methods or to acquire new facts. There are other teachers who are more than willing to make changes but who are discouraged by an ultraconservative administration or school board.

The teacher does *not* have a vested interest to continue either methods or content of instruction if his services are no longer beneficial. If the status quo must be maintained in the curriculum or in the school district organization because changes or improvement might

result in unemployment, then emphatically the teacher has no vested interest.

But the problem does not end there. Society has an investment in and an obligation to the teacher. It expects much from the teacher in return for meager or modest financial compensation. The teacher is entitled to in-service training and other opportunities for improvement, so that his services will continue to be valuable to public education. He has a vested interest to the extent that the state and the school district must assist and encourage his professional growth. He also has a vested interest in reasonable provisions for a retirement fund, so he will not be obliged to teach in order to live when old age or disabilities have greatly decreased his teaching efficiency. But his certificate to teach is not a guarantee of employment.

National Scholarships

LET'S not confuse ends with means. That many colleges and universities need more revenue is obvious. That higher education should be available to all deserving youths regardless of their economic status is desirable. But federal aid for scholarships, as now proposed by the Association of American Colleges, would only discredit both of these goals.

Following heated debate at its recent meeting in New York, the association approved the proposal of the President's Commission on Higher Education that federal scholarships and fellowships be established. The President's Commission had recommended that \$120,000,000 be appropriated this year, and that the amount be increased annually for several years. The report envisioned that, by 1960, the figure of one billion dollars might be taken as "the amount to earmark out of federal funds for this purpose."

Seven principles upon which such legislation would be based were developed by the N.E.A. Department of Higher Education at its regional meeting in New York. Six of these proposals set up entirely acceptable safeguards against federal control or prejudicial discriminations, but the seventh requisite cannot be defended. It reads:

"Scholarships *must* be awarded on the basis of ability, with only the highest one-fourth or one-third of high school graduates being eligible."

Ability *only* is not sufficient basis for awarding federal scholarships. The collection of taxes to finance a free college education for a selected number of students assumes that these favored individuals would make greater contributions to society. Although the science of tests and measurements has made considerable progress in discovering aptitudes and in predicting human behavior, it has not yet acquired sufficient reliability to ascertain which high school students will serve society best because of a college education.

The assumption that scholarships are deserved by *only* the one-third or one-fourth of high school graduates who rank highest in an academic, verbalized high school education is in itself vicious and fallacious.

Any attempt to award scholarships according to personal judgments of teachers and school administrators would be subject to unavoidable prejudices and misunderstandings, causing frequent injustice. How, then, can college education be made available to deserving youths in the low-income brackets?

A large-scale plan of student loans offers a much more practical solution, if the real intent is to aid the deserving student. In the business and industrial world, capital outlay for the purpose of increasing the company's earning power can be financed by loans. Similarly, when a high school graduate chooses to go to college rather than to start working for a pay check, he is making a capital investment with the prospect of greater earning power later.

True, the collateral for the loan would be the integrity of the student, but it could be supplemented by a life insurance policy to repay the principal in case of the student's death or disability.

In many instances, the student will get more out of college if he has a financial stake in it—if college means so much to him that he is willing to borrow on his future earnings. Otherwise a scholarship can be a handout, not fully appreciated by those who have not learned the value of an earned dollar. Many students need only a small amount of financial aid to enable them to attend college. Consequently, student loans would benefit a far greater number than would scholarships. If properly managed, the fund could become self-perpetuating. It might be desirable to charge a low interest rate to cover administration costs and to encourage prompt repayment.

President Truman seems skeptical, and wisely so, of the present agitation for national scholarships. He has asked Congress to appropriate what seems to be ample funds for a national study of the situation. Facts certainly are desirable. A thorough and impartial analysis of all that is involved, including the alternative of student loans, should be presented to the public and to the profession. Public interest should be represented in planning the study and in the recommendation of politics.

Regardless of any merit in federal scholarships, there's a more important consideration. This nation has a prior responsibility to give every child a reasonable elementary education.

Until such time as the school children of this country, in their habit-forming and character-forming years of growth, are housed in healthful school buildings and are taught by competent individuals who have had at least two years of professional preparation beyond high school—until such time as half-day sessions and seven-month school terms are eliminated, we should stop thinking about a billion dollar federal handout for college scholarships, or even one-tenth of this amount.

True Story

TEACHER BLACKS BOY'S EYE;
IRATE PARENTS DEMAND DISMISSAL

I COULD just see those headlines in the paper that afternoon," said the veteran school administrator. He was recalling one of his first big problems as a young and new superintendent in a Midwestern town.

"It was true," said the superintendent. "The teacher really had beat up a young student. It was one of those stories that newspapers would pick up all over the nation if they learned of it through the local paper.

The editor of the town's only newspaper was a swell guy, a fighting Irishman, and a darned good newspaperman. He was hopping mad about the affair, and probably rightly so. He said he was going to blaze the story in a banner head across the front page, and he was going to make sure that the teacher was dismissed in a hurry.

"I couldn't deny the fact, but I tried to appeal to the editor as a citizen and a leader of the community. 'Think,' I said, 'what that story is going to do if it gets all over the country. Our town will receive a lot of unfavorable publicity, and our school system will get a black eye that a beefstew can't cure.'

"I'm still going to run that story," said the editor.

"I knew there was nothing more I could say or do," continued the superintendent, "and I was still visualizing that headline about an hour later when the editor phoned.

"I've changed my mind," he said. "I guess you're right. I'm not going to run the story."

"And he didn't; neither did any other newspaper learn about it."

We had been discussing how to get along with the press, and our friend told the story to illustrate an important admonition for the school administrator.

Newspapermen wish to be considered as human beings, the same as teachers. Many of them are parents, interested in schools and in the welfare of their children. They are citizens working for the best interests of the community.

Newspapers are in a position of civic leadership. It is to their advantage to work for the best interests of public education. There will be a few exceptions, but usually the open-door plan is by far the best policy for relations with the press.

The Editor



FIRST GRADE – *the school's LAST CHANCE*

An interview with **MARTIN L. REYMERT**
by **MILDRED E. WHITCOMB**

THE first grade provides the school its *last* real chance to develop the child's character and personality," argues Dr. Martin L. Reymert.

Dr. Reymert may be wrong. In that case we need not be startled into quick and revolutionary action.

Yet the length and amazing breadth of his experience and research entitle him to a respectful hearing. It is possible that a Solomon has come to judgment.

To the biblical Solomon is attributed the proverb: Train up a child in the way he should go and when he has become a man he will not depart from it.

Now in 1949 Dr. Reymert, director of a laboratory for child research, amends this centuries-old truism by

inserting four words. The proverb would then read as follows:

"Train up a child *before he is 7* in the way he should go and when he becomes a man he will not depart from it."

Let's consider what this Ceiling of Seven concept could mean for education.

It could mean drastic redesign. In a radically new model of education, the center of gravity would drop to nursery school and kindergarten levels. Federal aid for nursery school and child care centers, after the wartime precedent, would need to be revived, along with increased local and state financing.

The preschool child would loom large in the new blueprint. Conceding the lifelong effects of early environ-

mental training, the school administration would extend its adult education program and its visiting teacher service, with their psychological and socializing influences, outward to envelop the infant's crib and the first years in the home. Young parents, now giving superb attention to their children's health, would be aided in providing moral training of like caliber.

Obviously the child in a family of ten will not suffer for social contacts, but present-day parenthood is often planned to be meager and widely spaced. That Brother and Little Sister may learn at the appropriate stage what it means to live in a democratic society, they would be whisked off to nursery school not long after they

are graduated from training pants.

The time for character and personality development being strictly limited, according to the Reymert theory, these little carnivores in corduroys would get the finest brand of school training right from the word "go."

"Nursery school, kindergarten and first-grade teachers must possess the most thorough and expensive education in the school system," Dr. Reymert demands. "And they must be paid the highest salaries. Since they are vastly more important than college professors, they need to be better trained and better paid than college professors. Particularly must they have a solid grounding in child behavior."

Here in a school situation the seeds of juvenile delinquency that might have sprouted in the home environment would quickly appear, and when they are first observed the problem child would be referred to a psychologist on his own school staff who would initiate therapy.

How could one test this Ceiling of Seven hypothesis? What might be considered an ideal setup for child research in character and personality development?

Suppose we could select as subjects 1000 children statistically distributed from birth to late adolescence and evenly divided as to sex. These children would need to be from average homes—for our purpose preferably of white American stock. They would need to be physically and mentally normal. We must assure them of a scientifically proper diet, the right amount of sleep, periodic examinations of teeth, eyes, hearing and general health, and prompt eradication of discovered defects. They would need to be exposed to normal family relationships and to be provided spiritual nourishment of the family's or the community's choice. And all ten hundred of them would have to be under twenty-four hour observation and control.

With white rats, you say, it would be easy, but such a set of conditions is unattainable with children. Yet at the Mooseheart Laboratory for Child Research, Mooseheart, Ill., there exists—and there only—an astonishingly close approximation of this ideal setup.

Mooseheart, the so-called City of Childhood, is operated 30 miles west of Chicago by the Loyal Order of Moose for the children of its deceased members. Its normal child population is 900 and more. A few of the children are born in Mooseheart's own



Martin L. Reymert, who has tested out the Ceiling of Seven theory at Mooseheart, and (below) views of certain tests given to all children.

hospital; some others come as infants. No child is accepted who is more than 14. Nor is a child admitted unless he is physically and mentally normal, other provisions being made for those with defects. All belong to the Caucasian race, and they come from every state in the Union. The sexes are evenly divided. They eat a wholesome and scientific diet; they sleep the hours normally required by their age groups. They get repeated physical and mental examinations. Their personality problems get attention as quickly as do cut fingers or heavy colds.

They don't live at home because the family home has been broken by death, but they live in cottages, none containing more than 14. A sympathetic housemother and a good cook are assigned to each cottage. The older boys have a foster father as well, their cottages being staffed by a married couple and a cook. Spiritual needs are supervised by either a Protestant or a Catholic chaplain; the children regu-



larly attend church, and religious teaching is a part of the daily curriculum.

Furthermore, each of the 900 and more children is under twenty-four hour observation by a large staff of teachers, psychologists, housemother or housefather.

Medical and scholastic records of Mooseheart children go back to the city's founding by the then Secretary of Labor James J. Davis and others 35 years ago, but scientific observation and recordings date from 1930 when Dr. Reymert was appointed to set up, staff and direct a laboratory for child research at Mooseheart.

From this laboratory emanate many reports of research projects, but few with the significance for education and citizenship of Dr. Reymert's ripening belief that age 7 is the ceiling for character and personality development.

True, Dr. Reymert admits, certain retraining of character and personality is possible in the child past 7 or in the adult through religious experience,

but under stress and in a crisis the child or the man may revert to this pre-seven personality of cry-baby, crown prince, leader, follower, 'fraidy cat, bully. And for the high school teacher who has to deal with adolescents with undesirable character and personality traits Dr. Reymert has sincere compassion.

Let's take a look at this man Reymert who thinks he has a clue to the two offenses for which the American public and its schools might be brought to task: (1) their alleged failure to mold character, as evidenced by mounting juvenile delinquency, and (2) their alleged failure to develop well rounded personalities, as indicated by the increase in mental and nervous disorders.

A Norwegian by birth and early training, Dr. Reymert's face has that

Mooseheart puts tremendous stress on play, recreation and sports. Too, it sends out every one of its graduates fully equipped for some job.

rugged furrowed aspect of certain Scandinavian adults. His speech is picturesque, dynamic, accented—his struggle to learn English was prolonged and painful. His eyes, under long lids, are humorous and knowing.

Feet clad in spats rest incongruously on his desk top; a large patterned bow tie sits, a-tilt like a monarch butterfly, on one flap of his unbuttoned starched collar. A kindly, human fellow he is, with a knack of making children and adults feel that he finds them unexpectedly and delightfully interesting, receptive and intelligent—a personality trait few of us managed to acquire before the age of 7.

In Norway, the young Reymert served as teacher of almost every grade, including college. His research studies included an investigation of the ideals of 3000 school children and another of the ideals of 900 young men and women in normal schools. He was Norway's official delegate to the second Congress for Moral Training held at The Hague in 1912.

His Ph.D. is American (Clark University), his dissertation titled "The Psychology of the Teacher." Wholeheartedly through the years, he has worked to reduce the borderland between the theoretical psychologist and the practical educator so that each can use with more nearly scientific efficiency the other's findings.

Dr. Reymert's principal contribution to the progress of education and psychology in America is the organization of two international symposiums on feelings and emotions. The first was held in 1927 when he was still professor at Wittenberg College, and the second was concluded last October 30, in cooperation with the University of Chicago.

People from places far and near converge on Dr. Reymert for advice on the control of juvenile delinquency, because at Mooseheart there isn't any delinquency. Each child's emotional problems are investigated almost at the source; corrective treatment begins at the first report from teacher or housemother. A staff of therapists stands ready to assist the child at odds with himself or the world.

One favored Mooseheart method of coping with behavior and personality problems is play therapy. In this the attempt is to make the overly aggressive, the withdrawn, or the too dependent child feel more secure in his surroundings. He is given the experience of being accepted by the thera-



pist with whom he is playing, so that the world appears less menacing to him and he can develop more confidence in himself and others.

In the development of a wholesome environment, Mooseheart puts stress on recreation. In the Baby Village, the 2 and 3 year olds start playing with a football, and by the sixth grade every boy is playing the game. Extramural competition also is fostered; to their opponents Mooseheart carries the same connotation as Notre Dame.

Other competitive sports are emphasized, too, as are physical games, social games, dancing, dramatics, participation in boys' and girls' clubs and in Sunday school and church groups.

Mooseheart does not catch all its children before that Ceiling of Seven, but its therapeutic methods of dealing with disturbed feelings and emotions pay off in prevention of delinquency not only on the premises but in the post-Mooseheart life of its alumni. Out of 4000 young men and women who have left this childhood community upon high school graduation (each with vocational training), Mooseheart authorities can count on the fingers of a single hand those who have had even a slight skirmish with the law.

WHY IS HE GLOOMY?

Since Mooseheart methods are so successful, it may strike us as strange that Dr. Reymert is gloomy, even morose, in regard to juvenile delinquency control in the world outside. We quote from a biting statement he dictated recently for the *Moose Magazine*, as he paced back and forth across his office rug, consuming one cigarette after another:

"Parents, schools and all professions dealing with child welfare constantly talk about the main cure for delinquency as 'adjusting the child to his environment and to society.'

"*Adjusting the child to what kind of society?* A society in which everybody must be successful and be on top, adjusting to the inequality of the slum and the gold coast, adjusting to a society in which spiritual, intellectual and moral values have been pushed into the background by material goals, adjusting to a society where labor and management have yet to cooperate toward the goal of greater production, to a society where lying and minor dishonesties are commonplace in the daily life of us adults, adjusting to some communities controlled by dishonest politicians interested in their

own welfare rather than in providing recreational and other facilities for the child, adjusting to a society where one effect of the radio, movies and press is to increase the desires of the individual beyond the point of satisfaction?

"*Children are delinquent because we adults in our daily lives are delinquent.* Just let us remind ourselves of tax evasions, traffic violations, blackmarketing and racketeering. For children there is no substitute for personal and social example. May I suggest that it might be just as important to adjust society for the child as to adjust the child to society."

"ENVIRONMENT IS ALL"

To Dr. Reymert, Environment Is All—in child character and personality development. The Victorian mother who scurries solicitously to the child's side at every whimper is sowing seeds of dependence and may rear a child who expects the world to look after him. The modernist mother who ignores every outcry except when the second hand says feeding time may bring up a child who thinks the world cares nothing for him. If this attitude persists through the preschool years, he may be asocial or antisocial.

As at Mooseheart so in the public schools, thinks Dr. Reymert, facilities should be available immediately the child enrolls to conduct a complete physical and mental investigation of him. His physical handicaps—vision, hearing, motor abilities, color blindness—must be taken into account for his entire future. His degree of mental brightness should be known and his special talents looked for and later fostered.

"From the point of view of mentality alone, the first years of school may make or break the child," Dr. Reymert believes. "By setting tasks that are too difficult or too easy, we may be laying the foundation for misery and the beginning of behavior disorders that later may come out in delinquency.

"Bad handling of a child throughout his school career may in itself produce juvenile crime," charges Dr. Reymert.

From first enrollment on, the school should keep books on the child—recording the results of repeated examinations in the middle grades and at the time of graduation from elementary school, if not oftener. (They're annual at Mooseheart.) All the child's records should be cumulative and kept

in his own folder for future guidance in his development and for vocational counseling.

Dr. Reymert is not enamored of the "interest feeding" of children that makes education "progressive."

"Where," he implores, "in the present day American home and school does a child learn to do unpleasant tasks with a smile? I have a suspicion that the tremendous labor turnover in factories and offices is the harvest of children being interest-fed through grade and high school.

"Everything comes too easy these days. Our movies, radio programs and comic strips divert the child's interest from life's real values. The grade school child can't be expected to discriminate, and the parents are too preoccupied to do it for them.

"Find me a parent who takes time to read the classics with the children. Shakespeare is as interesting as the who-done-it fellows and can match them murder for murder.

"Radio serials, comic books, and movie thrillers may greatly disturb children's lives. These types of juvenile entertainment should be combed by psychological consultants to eliminate elements harmful to children of various age groups."

Dr. Reymert himself scrutinizes each script of "Jack Armstrong—the All American Boy" and believes it to be the only juvenile radio serial so censored. Not dictatorship but intelligent public pressure is the answer to bad programs, comics and films, in his opinion.

IF HE WERE SUPERINTENDENT

Asked to imagine himself head of an American public school system, Dr. Reymert assented with alacrity and announced an impromptu four-point platform:

1. To select only teachers who love and understand children and to see that they have been well trained and are well paid.

2. To break up the children into as small groups as possible for teaching purposes.

3. To provide some means of differentiating pupils by means of psychological testing—measuring them against national norms as well as comparing each with his peers in the same grade, and conducting vocational interviews with seventh and eighth graders based on their cumulative records. The feeble-minded would be weeded out at school entry.

4. To provide each teacher when she gets a problem child with a central place for advice and psychological aid, preferably inside her own school building. A psychologist, not an educator, is his choice, for educators are not specialists in behavior. The school psychologist would refer to a psychiatrist any child with a serious aberration or perversion, thus ferreting out the potential child criminal before he commits a criminal act.

Dr. Reymert asked permission to play principal long enough to air a situation acute in his own household.

"If in charge of a high school, I'd find some way to get teachers to correlate their homework assignments. Let Mr. A give a heavy assignment in algebra on Monday, and Miss B take Tuesday for her major assignment in botany.

"What with their clubs and other activities, the homework load is killing my girls," he complained. (His two daughters go to high school in a nearby town for he thinks that, when possible, a teacher's children should not attend Dad's or Mother's school—it isn't fair to children or parent.)

Nor could he let the interviewer off to her Toonerville trolley without a few words on another favorite topic—reading disabilities, for Dr. Reymert is a member of the governing board of the Dyslexia Institute of Chicago and a student of reading skills.

"Remedial reading classes should be entirely unnecessary. There are some fifty reasons why children are poor readers, but the general factor back of it all is that in first grade the teacher puts on too much speed.

"Learning to read is one of the most difficult psychological processes. It involves vision, recognition of form, recognition of space, cognition and lots of other steps. The fault can lie in any one step. But the main fault lies in its being taught with too much speed."

In Norway, Dr. Reymert never heard of reading difficulties save among "low" pupils. "This phonetics business" irks him, too, and like the average laymen he thinks the American schools have other deficiencies in teaching.

"By golly, my two girls in high school can't spell. What kind of front are they going to put up?"

To return to that Ceiling of Seven, Martin L. Reymert may be wrong. His theory of starting habit training at the cribside and continuing to bear heavily on it through the first grade

may not be the one best answer to the juvenile delinquency problem. But springing from his experience of eighteen years under almost ideal laboratory conditions, it would seem to be ready for a test under public school conditions.

Of course, it will be costly. Yet even if we disregard the individual heartaches and heartbreaks induced by child delinquency and adult crime and consider only the stupendous financial load they put upon the nation, any tax money diverted to intensified early childhood education would be peanuts, small punkins, picayunish.

It could even be that Dr. Reymert, correct about the Ceiling of Seven, is wrong in underestimating the spirit-

ual forces at work in a segment of the adult population. Adult delinquency is not necessarily the wave of the future. For, as Arnold Toynbee points out, a creative minority can so inspire the masses to an imitation of at least the externals of a movement that the objective can be gained.

Schoolmen, if they will, can comprise that creative minority. With vigor and quiet determination they can dedicate their lives to exemplifying and spreading moral values. If in that way they can adjust society for the child, they will indeed be worthy of that noble name—Teacher. Perhaps if the profession is less revered today the reason lies in this very lack of dedication to spiritual values.

ARMY ADOPTS GUIDANCE PLAN

NATT B. BURBANK

Superintendent of Schools
Melrose, Mass.

A VAST and unprecedented program of vocational guidance was adopted recently by the United States Army. Its avowed purpose is the admirable one of making full and intelligent use of the manpower that is flowing into the service.

Public school administrators will be interested in studying the program, known as the Career Guidance Plan, so that they may give their high school students full information on it before the students are graduated. It also will be stimulating to civilian educators to see such a far-flung and practical organization as the army accepting the principles that have long been accepted for vocational guidance in the public schools.

The army is studying each man thoroughly to determine his proper assignment and is following up by providing him with opportunities for training in his field. He will be able to advance as fast and as far as his ability and industry warrant.

Involved in the preparation of this program is the greatest task of job analysis and classification ever undertaken. Thousands of jobs are being studied and grouped into a small number of major areas, known as career fields. Tasks are being arranged in relationship to one another, from lowest to highest degree of skill.

As men pour into the army, each one is carefully interviewed and thoroughly tested. On the basis of his interests and abilities, as well as his civilian experience, each man is assigned to the career field in which he is most likely to be interested and to succeed.

From this point on, the soldier is given opportunities to study his specialty and to move up the ladder to assignments requiring more and more skill.

Thus the army plans to make efficient use of its manpower and to minimize the problems of square pegs in round holes.

School administrators will be missing a good chance to give a service if they do not pass this information on to their high school students, many of whom will be in the service soon after graduation. Boys who walk into the induction centers fully aware of the opportunities offered by the army for vocational training and advancement will be thankful that their schoolmasters were alert enough to give them this information.

Schoolmen who have been working for the adoption and expansion of sound vocational guidance in high schools throughout the nation will draw renewed inspiration from the army's acceptance of a similar program.

PLATFORM OF THE SEMINAR PARTY

SUPERVISION • DISCIPLINE • THE PRINCIPAL
PUBLIC RELATIONS • TEACHERS' UNIONS
DEMOCRATIC ADMINISTRATION

No. 209*

Group Thinking on Six Administrative Problems

HERE is a platform of six planks. Six of us chose these six planks as items of current interest and importance about which we wanted to find the answers (if any).

In true traditional style we began with the roll call, but from there on formalities were discarded. Being small in number was a distinct advantage, for this enabled us to be seated around the table. We took time out to get acquainted and then, as a group, discussed and planned our program of work for the summer session, which resulted in our platform of six planks.

Our approach to each of the topics began primarily with informal discussions in which we drew upon our own experiences. As we came to know one another, a sense of freedom seemed to prevail, and each of us expressed his views positively and frankly, pulling no punches.

After a day or two of free discussion we sought the authorities and presented their views. Every thought, sometimes even a word, was evaluated, appraised and weighed. Thus we began to pull together the ideas and principles that were acceptable to the group. Each of us then summarized his thoughts and conclusions individually, in the form of a written presentation. These summaries were read, criticized and evaluated by the group. Ideas were then consolidated, and a group accepted vehicle of expression was chosen. Thus the finished product was born.

THEODORE C. WENZL
Chief, Bureau of Apportionment
New York State Department

EARL R. BELLIS
High School Teacher
Prince Georges County, Md.

WILLIAM M. FATKIN
High School Teacher
Allegany County, Md.

WILLIAM A. PRICE
High School Principal
Prince Georges County, Md.

WILLIAM H. PYLE
High School Principal
Hartford County, Md.

VIRGINIA STEVENS
Elementary School Teacher
Prince Georges County, Md.

*This is a very lonesome footnote right out in the open. There are no others. The number refers to Seminar in Administration, Summer School Session, College of Education, University of Maryland, 1948.

Supervisor-Teacher Relationship (To Improve Teaching)

WE HAVE studied and toiled, had counsel with the sages, and we do hereby proclaim that these are the universal truths, and we urge all of you engaged in the education of youth to take heed. Supervisors, we earnestly enlist your consideration of the following:

When a teacher in good faith presents any of you with a problem and you ignore that problem, you have committed a serious blunder and walk the path of ignorance.

Furthermore, adverse criticism by a supervisor of a teacher, in the presence of the pupils, is an unforgivable and unpardonable sin, and one guilty of this crime should hang his head in shame.

Now, let it be said, true teaching is not the carrying out of ready-made procedures devised by autocratic administrators to put over an educational program.

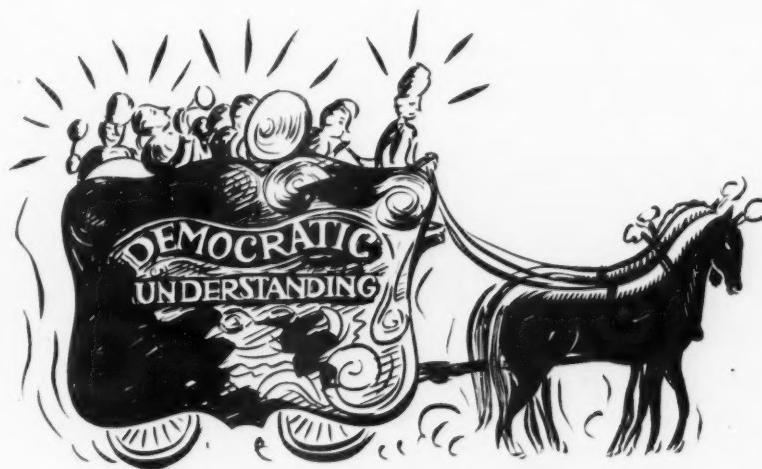
These are the concepts of supervision practiced by the advocates of the laissez-faire and coercive schools. Long ago they should have been dead and buried. God have mercy on their souls! These are the practices that destroy initiative and the creative urge. These are the foul methods that cause our comrades to cry out in fear and frustration.

Let it be known that in the field of education the supervisor and the teacher are two human beings, both trained and certified. They meet on the ground of mutual respect, under the golden sun of freedom, for the purpose of getting a job well done.

They take counsel and learn to know and understand each other. Each must recognize the human strengths and limitations within the other.

Basically, the school is a teacher-pupil situation. Anything added (in this case the supervisor) must justify

up and take notice. In this grave hour of our history the democratic and the totalitarian peoples are in ideological conflict. If it is to live and to grow stronger, democracy must be practiced truly in the schools. This is the challenge to which we must respond.



itself through more efficient learning on the part of the pupil and teacher.

You who operate as if you knew all the answers remember this: To provide for more efficient learning the teacher must feel at ease and breathe the air of freedom. It is then and only then that she will bring out into the light her *real* teaching problems. Only then will she honestly say, "This is where I need help, and I know that you can help me."

These statements indicate the democratic understanding of the supervisor-teacher relationship in which we believe. Welcome to our band wagon!

II Discipline (Democratic Group Approach)

LITTLE SWITCHING—little learning. Heap of switching—heap of learning." And so it was reading, writing and arithmetic taught to the tune of the hickory stick. Out of the past it has come to us, the autocratic school in which authority reigned glorified, for the masters knew what was best.

Discipline and/or behavior?—a little definition is in order. To us, discipline embraces the general social climate of the school, whereas behavior has to do with the individual members thereof.

Now, we educators who adhere to and believe in the ideals and principles of democracy are challenged to sit

We pick up the book of educational philosophy. You've heard it before; we say it again. Learning is doing! School is life! Practice the democratic methods! These statements, to us, mean that disciplinary controls and methods should evolve from:

1. A wholesome attitude on the part of all the school personnel as to the *human* nature of pupils; recognition that freedom and happiness are basic human, individual desires upon which a sound democratic code of discipline may be built.
2. A recognition that parents and the home are an integral part of the school discipline structure.
3. Cooperative planning on the part of the entire school and school community that results in specific, understood and group approved school practices and policies.
4. The cultivation of a tradition or social code which becomes the dominant constructive force in the matter



of discipline: responsibilities are influenced by a respect for this tradition.

A word of caution. Do not permit your ardor and enthusiasm for democracy to betray you, lest you walk hand in hand with anarchy. Self-discipline development is a tedious and often painful process for both pupil and teacher. The safety and welfare of the children require the enforcement of a few simple rules of conduct which are understood and accepted by them. Herein lies one of the difficult tasks of democratic school practice.

The period of human infancy in a complex democratic-technological structure is a long one. At the time of entering school the child brings with him his own set of rules acquired from home and his social environmental experiences.

From these "brought-to-school" concepts the school must start to build. Before establishing codes of conduct, teachers must really know and understand the strength, judgment and experiences of the children. There are innumerable combinations and permutations of the various stages of social development. No two days and their situations are the same. In dealing with growing boys and girls there are no "sure fire" methods. The experiences of yesterday will change the needs of tomorrow.

We say unto you, take your children by the hand from where you find them and with the democratic goals always in mind lead them to a full realization of the democratic way of life. In the spirit of liberty and freedom for free men everywhere we lay this second plank of sturdy oak.

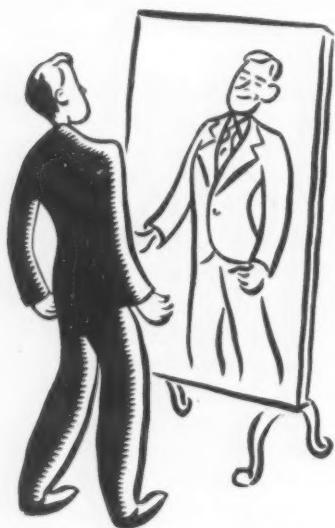
III The Principal (Requisites for a Good Administrator)

WE ACCEPT the need for an individual position of guidance and leadership in any school as an essential in our democratic scheme of organization and structure. This responsibility we place in the person of the school principal.

Knowledge of and proved abilities for scheduling, supervision, teacher assignment problems, planning, administering the school plant, and all the other mechanics of school administration are important prerequisites. However, beyond these requirements, in the most important field of human relationships a principal today is expected to be no less than a miracle man.

1. The occupant of this position should possess a well developed, workable and constantly growing philosophy of life and work. He should be a principal fundamentally because he loves children and believes in people. His philosophy should embrace a dominant sincerity and a conviction of the worth of education and its destiny, to obtain the democratic ideals as the ultimate way of living for all.

2. The principal should have a keen understanding of human nature. He



"Mirror these qualities."

should be a dynamic person with enough force to influence people in proper ways. At times he may be discouraged, but the face he turns to the world is ever firm and kindly. He should recognize individual differences and capitalize upon them from the standpoint of bringing out the best in each individual for the common good.

3. Democratic leadership is a must. The staff, the student body, and the community should participate in policy making.

4. Closely allied with point 3 is the matter of maintaining continuing good will and support. The principal must share the formulation of the educational program with the community and keep it informed. The concept of community proprietorship should be fostered and nurtured (the "my-school" principal is a dead duck). The responsibility for "our" school's success lies with all.

5. The principal should have a wide knowledge of current affairs, have a variety of interests, and be well read. These activities engender strength, stature and poise.

6. The principal should stand beyond reproach. In his daily contacts

with individuals he should give life and meaning to the words sincerity, integrity, loyalty and reliability. These attributes when exemplified together have the ring of greatness.

So be it—to those of you who aspire to administer the schools we say, "Mirror these qualities as best you can!"

IV Public Relations (New Words and Music)

THE present decade or so has witnessed numerous themes competing for the hit parade. The new ideas in child psychology and educational philosophy have confused the public as to just what is happening in the schools.

By and large, the people have failed to comprehend and understand the new words and music: the melodies have not been pleasing to the ear. Through it all one can hear faintly—occasionally distinctly—the strains of the old familiar classical melody "The Three R's." Under such circumstances it behooves us to dedicate the fourth plank of our platform to public relations.

The school belongs to the people and the community. The educational program can be, and will be, only that which the people are willing to support insofar as they are able. The principal holds a key position, as he is the liaison officer between school and community.

As we see it, the primary function of a sound public relations program is that of keeping the public adequately informed, thereby gaining its good will and support. This provides a sound base for the establish-

ment of better educational programs and greater opportunities for the children.

The public relations program first of all must be *planned*. The school situation must be studied and carefully analyzed. What is to be conveyed and interpreted to the public should be ascertained with care. Reception and acceptance of new ideas and practices are dependent upon public readiness.

The faculty, after participating in the planning, should be ready to carry the good word to the classrooms. With the children, let teachers set up activities and live in the light of the program. With enthusiasm then the pupils will sing at home of the school activities.

V Teachers' Unions (Fundamental Issues)

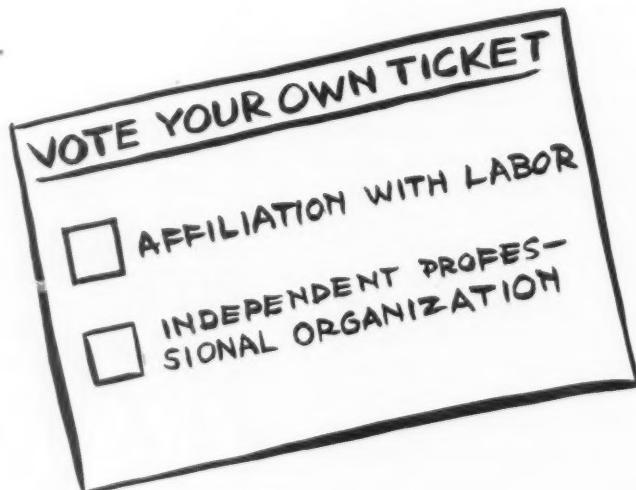
WE KEPT turning the fifth plank over and over again, unable to make up our minds as to which side should remain up before we nailed it into our platform.

The arguments in favor of teacher affiliation with labor unions may be expressed as follows:

1. In the present structure and scheme of things it is folly to contend that teachers enjoy individual freedom and security.

2. The democratic ideals and way of life can be obtained only through group action; in union there is strength.

3. Individual freedom must include economic well-being and satisfactory working conditions within its definition.



4. The destiny of labor and of teaching is one and the same; labor is a logical group with which teachers should become identified.

5. Recent salary gains, tenure and retirement law advances are the result of union action.

The arguments against teacher affiliation with unions may be expressed as follows:

1. A teachers organization should reflect all phases and segments of the nation's socio-economic structure. Labor is but one segment of this structure.

2. A truly professional group, to be such, must be founded upon ideals and actions which are over and above personal material gains; teachers prefer to be a professional group.

3. The principal device labor unions have employed in obtaining their ends is the strike: the education of children and the public welfare are not to be jeopardized for personal gain or for the achievement of ends which have been established by a restricted group.

4. Unions are divided into two major rival factions.

5. Unions are not democratic: orders come from the top, and the in-

dividual is called upon to carry on activities against his will.

After due consideration of these and subsidiary arguments for and against teacher affiliation with labor unions, the group (remember there are six of us) felt that all teachers should feel free to and actually be able to affiliate with a union group if they so desired. This is a privilege of a free democratic society, but, in terms of the arguments presented previously, it is necessary for teachers to understand fully the responsibilities associated with the maintenance of freedom in a democratic society. Furthermore, the public, as employer, has rights and privileges in this matter.

We therefore concluded that since there is an existent organizational scheme, the National Education Association with affiliated departments, with state and local organizations, we favor, at the present time, action that will strengthen the growth and effectiveness of this organizational pattern.

While it is far from perfect, and at times in the past it was somewhat remiss, we feel that basically this organization can be developed on truly professional lines.

VI Democratic Administration

(In a Thimbleful!)

In a sense, the spirit of democratic administration permeates the presentation of the preceding five planks. Accordingly, we review and summarize:

1. Basically, the school is a teacher-pupil situation. Anything added (in this case, the supervisor) must justify itself through more efficient learning on the part of the pupil and teacher.

2. Take children from where you find them and lead them to a full realization of the democratic way of life.

3. One should be a principal fundamentally because he loves children and believes in people.

4. The school program can be only that which the people are willing to support.

5. We favor action that will strengthen the growth and effectiveness of the N.E.A. and state education associations.

6. Skillful action in social engineering and the ability to cope adequately with human relationships are fundamental to desirable accomplishment in all phases of education.

WHEN DRIVER TRAINING IS MANDATORY

SCHOOLS must prepare children to take their place in the world," thinks Supt. Carl Anderson of Durant, Okla. "We believe driver training will do this. We know it will teach them to stay alive. We believe it does more to instill good citizenship than does any other course."

For these reasons Durant has become the first high school in Oklahoma to require driver training and education before graduation. It also was one of the first schools to open driver training classes. There has not been a single serious accident involving a driver who has taken the Durant course.

The classes are open to all students in the senior and junior high schools. This year all sophomores, juniors and seniors must take the course. Those in the class of 1951 must have driver training to be graduated.

The school board president, Charles

A. Hess, is as enthusiastic as Mr. Anderson is about the course.

"The boy and girl who think of others will make good citizens," he said. "The driver course goes beyond making them good drivers. When you teach them the responsibility of the automobile driver, you teach them the responsibility of citizens. They learn the rights of others. They learn that freedom works when everyone plays by the rules."

Willis T. Hall, principal of the junior high school, and Lynn Marsh, high school coach, handle the driver training classes. Actual operation of automobiles in dual-controlled cars is mixed with classroom work. The students learn the rules and to know the machines they drive. They are shown their own physical limitations by tests.

At present, the courses are taught in regular classrooms, but the first item in a planned building program is a

classroom laboratory for driver training.

In commenting on the Durant course, Capt. Norman C. Holt of the Oklahoma state highway patrol pointed out that two of the largest employers in Oklahoma already are asking applicants if they have had driver training.

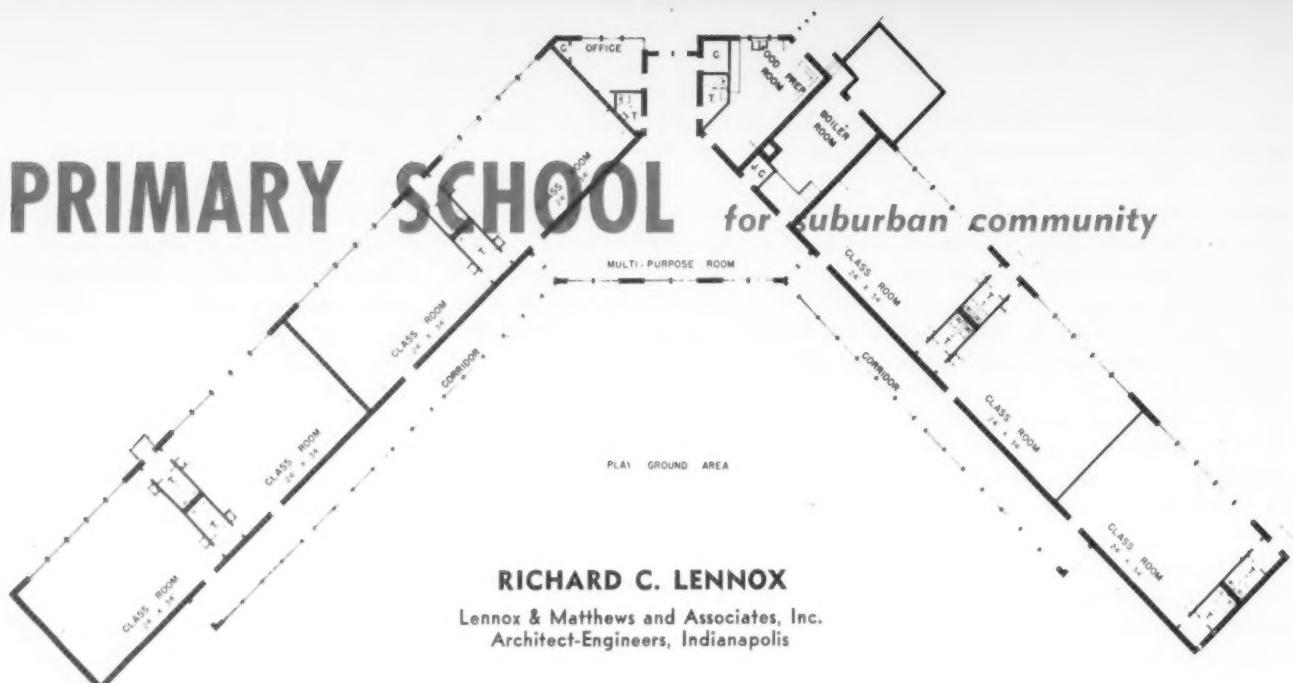
"If the applicant hasn't had the course, he is required to take it after being employed," Capt. Holt said. "In the future, the young man or woman with the training is going to have the edge when seeking employment."

"Industry has found out that a safe driver is a better employee. Safety in driving carries over into other safety fields."

While Durant is the first Oklahoma school to make the course mandatory, 150 other schools in the state are offering driver training.

PRIMARY SCHOOL

for suburban community



RICHARD C. LENNOX

Lennox & Matthews and Associates, Inc.
Architect-Engineers, Indianapolis

PERRY TOWNSHIP, a rapidly growing suburban community adjoining Indianapolis on the south, has a seven-year expansion and construction program.

First priority in the program calls for expansion of the Edgewood Elementary School, which had experienced a 58 per cent increase in the last four years. Fortunately, this building was located on a spacious site of 17 acres, and the architects were not limited to the necessity of adding more rooms to a two-story building of the conventional type of thirty or more years ago.

It was decided to go to the opposite side of the school ground and build a primary school. This seven-room building will house the first three grades. It will have its own heating plant, paved playground, and lunchroom. The only connection between the two buildings will be a driveway enabling the school buses to load and unload at both buildings without driving out onto the highway again.

The building is one story without basement, L-shaped with single loaded

corridors. Classrooms are 24 by 34 feet, bilaterally lighted with large windows having either northeast or northwest exposure, sills low enough to permit the children to see out when seated, clerestory lighting from directional glass block panels on the opposite walls over low ceiling corridors.

Exterior walls are load-bearing, being face brick backed with cinder blocks, which will be painted in different warm hues and left exposed. The roof deck will consist of insulated asbestos cement panels supported on steel joists. The ceiling and supplemental lighting will be provided by attaching "egg crate" plastic louvers to the lower cords of the steel joists.

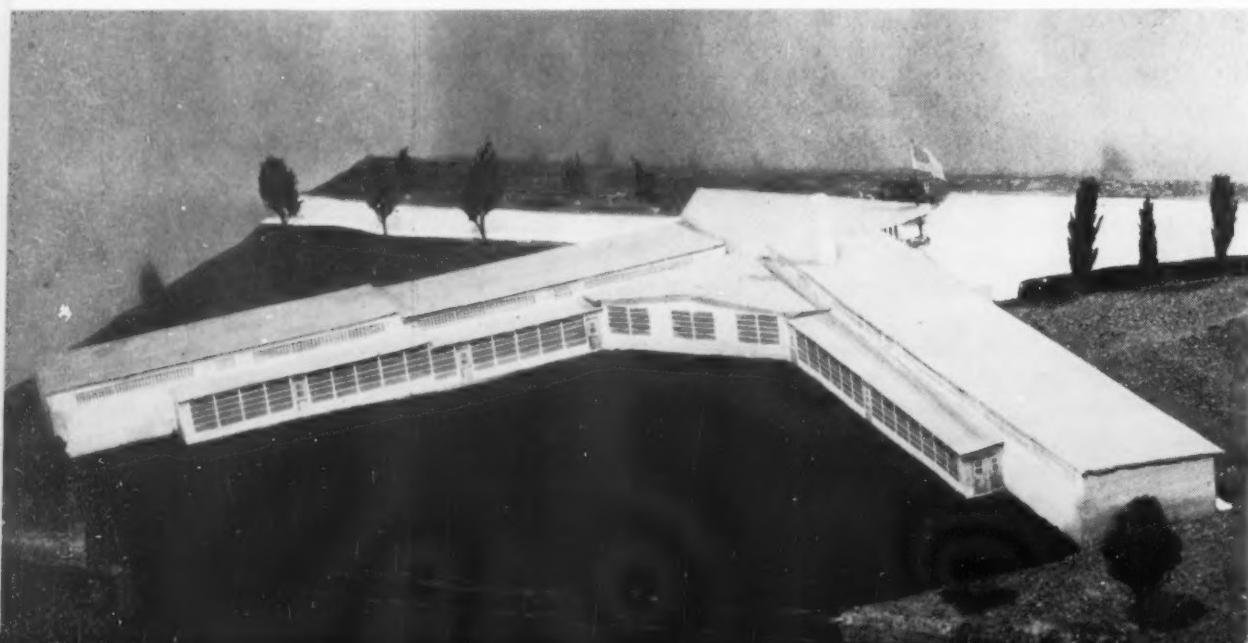
Two toilet rooms are located between each pair of classrooms; lavatories are in the classrooms immediately adjacent to toilet room doors. This permits them to serve the dual function of lavatories and classroom sinks.

Bilateral lighting, outside entrance for each classroom, and modified radiant heating are plant features.

Each classroom will have direct access to outdoors. Finish and equipment provided for each room will include asphalt tile flooring, green asbestos cement writing boards, cork boards, clothing lockers, individual work storage lockers, sinks and a public address system with facilities for wire recording and record players.

Heating and ventilating will be accomplished by a modified radiant heating system, with copper hot water coils in the concrete subfloors, and unit ventilators suspended over the toilet rooms, which will bring fresh air from outside, filter it and heat it to proper temperature before discharging it into the rooms. Exhaust air from the rooms will be circulated through the clothing lockers to dry damp clothing.

The total cost of the project, including site improvements and architect-engineer services, is \$163,450, with unit costs of \$23,350 per principal room, and 98½¢ per cubic foot. Net construction cost of building, without site improvements or architect-engineer services, is 87½¢ per cubic foot.





HIGH SCHOOL

in Atlanta—conservative modern

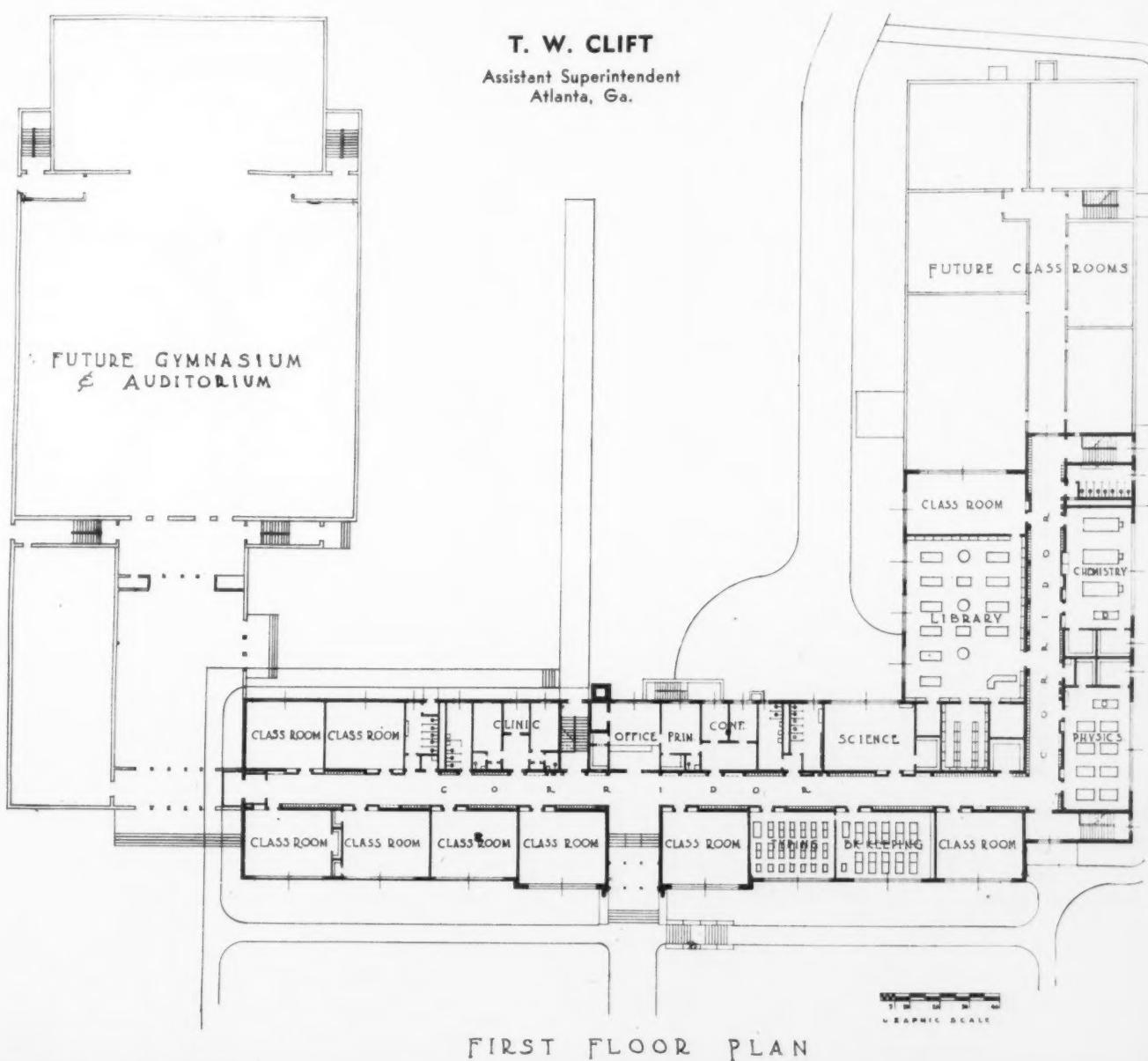
ATLANTA'S \$9,000,000 building program is under way with contracts let for nineteen projects costing \$6,000,000 and with ten other projects

in the planning stage. Because of rising construction costs, the board has supplemented bond funds with funds from capital outlay.

Among the four new buildings now under construction on new sites is the Sylvan Hills High School, which will cost \$635,000 exclusive of land and

T. W. CLIFT

Assistant Superintendent
Atlanta, Ga.



equipment; that is approximately \$11.75 per square foot. This building will house from 500 to 750 students.

A one- and two-story structure, it is located on the site with future additions in mind, as an auditorium, gymnasium and additional classrooms are contemplated.

The 12 acre site is almost equidistant from four elementary schools, an ideal location for a high school facility. The grounds provide space for football, baseball, track, tennis, drill and physical education.

Of conservative modern design, the building is of neither the warehouse nor the cathedral type. We have adopted this architectural policy for all our buildings. The main entrance is prominent, so that a stranger will have no difficulty in locating it, but it is not elaborate in any respect.

The special rooms are on the ground floor: shops, cafeteria, music, art, foods and clothing laboratories, science laboratories. The future addition is not indicated on this plan. The kitchen entrance is accessible to the driveway.

As the nerve center of the school plant, the office is centrally located and is easily accessible from every point in the building. We insist on locating the office near the front door for convenience sake and also for control of outsiders coming into the building.

Concrete floors with asphalt tile covering are used; C and D types of asphalt tile are employed in the classrooms, and A and B types are used in corridors and other spaces where color contrast is not important. Movable furniture will be used in all teaching units.

Partition walls between classrooms are nonload-bearing to provide flexibility.

Heating will be done by steam radiation using copper and cast-iron radiators of the convector type. The fuel will be natural gas burned in a

specially designed furnace. No fuel room for storage purposes will be necessary.

Fluorescent lighting fixtures will be installed throughout except for corridors, cafeteria and storage space. The lighting is planned to give from 30 to 35 foot-candles in classrooms and 50 foot-candles in library, sewing rooms, and other special rooms.

Green chalkboard will be used. Ceilings will be finished white with a light reflection value of at least 85 per cent. Sidewalls will be done in a medium cream-yellow or light green with a reflection value of from 65 to 72 per cent. Dados will be in light or medium turquoise with a light reflection value of from 35 to 50 per cent. The furniture will be natural finish.

Interior classroom doors will be of flush panel birch with natural finish and will contain a 12 by 12 inch clear glass vision panel. All windows are of the architectural projection type with a hopper vent that opens in at the bottom and with upper vents opening out. Double hung roller shades will be employed for regulation of the light.

OTHER PROJECTS IN CITY

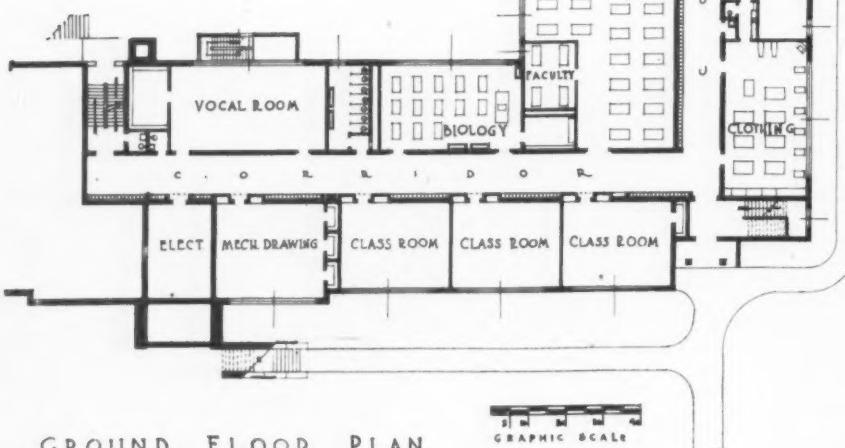
To return briefly to Atlanta's total building program, in 1946 the citizens approved a \$9,000,000 bond issue for the purpose of building additional schools, making renovations and additions to existing schools, purchasing land, and installing new equipment.

Since the time the bonds were validated and sold, the board has prepared plans and let contracts for nineteen projects costing approximately six millions. At the present time, we have in the planning stage ten additional projects which we estimate will cost approximately two and one-half millions.

A number of comparatively small projects have not reached the planning stage; these consist primarily of two- and four-room classroom additions and cafeteria additions. It is estimated that they will cost about three million dollars.

The board has already supplemented the bond funds from capital outlay funds to the amount of \$1,500,000. This has been necessary because of the rising cost of construction since the bonds were approved. We estimate that building costs have increased from 35 to 50 per cent since the estimates were made in the early part of 1946.

In addition to the four new buildings now under construction on new sites, fifteen alteration and expansion projects are under construction.



GROUND FLOOR PLAN

A. A. S. A.

San Francisco



CONVENTION DIARY of a Forty-Niner

By MILDRED WHITCOMB

OUT where the West ends so goldenly, the first of the three regional A.A.S.A. conferences ran a four-day race to a February 23d finish.

When delegates finally slept it was to dream of the day when atomic power redistributes the population and San Francisco becomes the national convention spot.

As it was, this siren city enticed almost as many delegates (about 2500), exhibitors (about 125), and speeches (more than 280) as have some national gatherings. To summarize the statistics, if all the weighty and winged words tossed in the breeze by those 280 tongues, plus the wordage run up at sessions of six allied organizations, could be distilled into an orthographic concentrate, an appropriate label would be "commonsenseenlightenmentandalittlebaloney."

No credit to the speakers if the Western school administrator is not a split personality. Earnest exhorters told him that his greatest single challenge, his No. 1 problem, is How to Educate for World Peace, How to Educate for Democracy, How to Educate for the Air Age, How to Find Funds for This and That, How to Measure the *Real* Intelligence of All Groups, How to Improve the Learning Situation for Each Individual Pupil, How to How-to.

Convention hospitality was spirited and inclusive. All members were guests of the Standard Hour concert on Sunday evening, which is the delightful weekly broadcast by Pierre Monteux and the San Francisco Symphony Orchestra.

On Monday afternoon all members and their friends were greeted in warm Western fashion by the California Teachers Association and the California Association of School Administrators at a hotel reception.

On Tuesday the Associated Exhibitors put on their big evening with Edward Arnold, Fritz Behrens and his Orchestra, and the Socony Male Chorus as entertainment attractions.

On the serious side President Bert Cholet of the exhibitors gave the annual scholarship award for graduate study in school administration, which was accepted by President Goslin for Rayburn J. Fisher of Anniston, Ala., after which Mr. Cholet presented the American Education Award for 1949 to Mrs. Pearl A. Wanamaker, state superintendent of public instruction for Washington, who responded with dignity.

Fresh and fine as were the commercial exhibits, special mention must be made of an architectural exhibit, "The School of Tomorrow," arranged by John Lyon Reid and the California Council of Architects in association with Herbert C. Clish, John A. Sexson and Charles W. Bursch.

Twenty-three architectural firms were represented with not a trite model or plan in the whole handsome installation.

Said the block lettered introductory panel to the exhibit: "At no place in this exhibit will you find the 'School of Tomorrow.' Each plan and each school is an attempt to solve a school housing problem. In each you may find something unique. If you combine these unique features into a whole that will house the program, you envisage the future. You can create the school of tomorrow."

The resolutions, adopted by mail ballot, were little at variance with the traditional. The principal one, however, called for a constantly improved free public school system as a means of extending democracy and

A. A. S. A.

SAN FRANCISCO

urged each member to undertake by precept and example to:

1. Expose and combat activities of all groups which have as their objective the undermining of the Constitution of the United States.
2. Help all citizens, young and old, to recognize propaganda devices.
3. Prevent the use of the public schools as instruments of any factional propaganda agency.
4. Safeguard all basic democratic rights, and especially the freedom of teaching.

The other ten were largely perennials, unless perhaps there was a new note in the request for a plan for the inspection and accrediting of non-public schools.

Day by Day . . .

SUNDAY, FEB. 20

IN THE very room (Civic Auditorium, San Francisco) where four years ago the United Nations was born, Stewart G. Cole, vespers speaker, told school administrators that building world peace is their job.

"Your pupils are not a clean slate upon which the school writes," the executive director of the Pacific Coast Council on Intercultural Education declared. "They enter school with the favors and fears of their social backgrounds written deep into the structure of their personalities.

"The groundwork of permanent world peace is good human relationships in the local community and between communities throughout the nation and the world. The only way a school administrator can make a democratic program vital to youth is painstakingly to build local public



Supt. Herbert C. Clish, San Francisco; Supt. Willard E. Goslin, Pasadena, Calif., A.A.S.A. president; Worth McClure, A.A.S.A. executive secretary, Washington, D.C.

opinion in harmony with good school practice.

"Otherwise," contends Mr. Cole, "there is a danger of confirming pupils of the favored groups (such as Anglo-white-Protestants) in social smugness and of giving underprivileged children a stronger sense of defeatism."

Educators now have the necessary resources in anthropology, social psychology, psychiatry, ethics and other disciplines to do the job, although these resources are still in the early stages of interpretation for school use.

Since their major task lies in their own communities, schoolmen must know the nature of their neighborhoods, of the American people, and of the values we cherish for the enrichment of democracy. In the light of such knowledge, a school program in human relationships may be reliably developed, Mr. Cole holds.

Gardenias . . .

MONDAY, FEB. 21

ST. LOUIS and Philadelphia programs, please copy:

Ellis Arnall, Paul A. Rehmus, the new Yearbook presentation, a gardenia for every woman, comfortable seats and flawless acoustics (in a gilded baroque movie palace), a row of alert women as platform guests (P.T.A. officials, N.E.A. president, and a San Francisco board member), and the genial, gavel-less Willard E. Goslin presiding. These made up a successful first general session at San Francisco.

"You're gonna like this fellow," President Goslin promised an audience of 2000 when he introduced Ellis Arnall, now president of the Society of Independent Motion Picture Producers. He spoke the simple truth.

In a new style of Southern oratory, informal, anecdotal, extemporaneous,



Left: John Branigan, California Office of School Planning, Los Angeles; John Lyon Reid, architect, San Francisco, chairman, advisory committee, Schoolhouse Planning, California Council of Architects, and Paul L. Rivers, California Office of School Planning, Sacramento.

Below: Supt. Harry M. Ross, Butte, Mont.; Mary M. Condon, state superintendent of public instruction, Montana; Winnaforn H. Moore, county superintendent, Missoula, Mont.



the former governor of Georgia sought to quiet all fears of Russia.

"If we provide the opportunity for every American to get an education, to obtain health services, and to get a job, we don't need to worry about Communism here."

Calling for federal aid for education, for federal aid for health and medical services, and for economic democracy, Mr. Arnall struck out at those who distrust the federal government's hand in education and health services and also at trusts and cartels.

"It makes my blood boil when people oppose federal aid to education," he declared. "When we get it, it won't be too soon and when we get it, it won't be enough."

WHAT'S SOCIALIZED MEDICINE?

As to socialized medicine, Mr. Arnall does not know what it is, he states; he just knows that his medical friends on one hand and his sick friends on the other disagree. But we must have more doctors, more dentists and more nurses, of that he is certain.

As for political democracy, it is not much good without economic democracy, Mr. Arnall stated. Every American must have the right to make a living under a system of free enterprise.

"To get world peace, all men everywhere must be made free. As school people and as citizens we must get our own houses in order, and the place to start is in our own back yards."

The Westerners found a worthy running mate for Mr. Arnall on the speakers' platform in Paul A. Rehmus, superintendent of Portland schools.

His trenchant paper, delivered in a warm, sincere voice, told of American schoolmen's fifteen years of travel along a dozen broad roads of democratic teaching.

"The achievement record of school leaders in this country in making democracy real to our youths and our teachers is almost incredible," he declared. He piled project upon project — U.S. Office of Education, state department, organization, committee and local school — until he built a tower of noble height and proportions.

"In thousands of classrooms everywhere, teachers and students together from kindergarten through college are daily defining democracy. The process of democracy on its highest level is not final discovery but creation.

"As old principles that have served their time and day expire and new principles are formed, we may reach

the eventual goal of all men of good will."

Charles W. Bursch, California member of the 1949 Yearbook Commission, made an amusing presentation of the book entitled "American School Buildings."

This yearbook (1) helps establish policies on land and buildings for educational uses; (2) discusses shared responsibilities and scientific methods in broad-scale community planning for school plants; (3) reviews current experience and judgment in planning for educational features of a building; (4) summarizes current information on various technical aspects of construction and equipment; (5) outlines some of the major financial considerations; (6) calls attention to some unanswered questions in plant research, and (7) gives a check list of steps to be taken in planning.

The commission that did this careful job consists of Warren T. White of Dallas, Tex., chairman; Homer W. Anderson of Newton, Mass.; Charles W. Bursch of California; Paul L. Esseert of Teachers College, Columbia; Ray L. Hamon of the Office of Education; T. C. Holy of Ohio State; John W. Lewis of Baltimore; W. D. McClurkin of Peabody College; Paul W. Seagers of Indiana University, and Howard Dwight Smith, architect, of Ohio State University.

We Exchange Ideas . . .

IN FOURTH floor lecture halls (elevator out of order), afternoon discussion groups solved the school world's problems and thought up a few new ones.

Los Angeles' in-service education excited envy and questions, consisting



Supt. Lloyd M. Theurer, Cache County, Utah; George E. Harris, principal of the high school at Las Vegas, Nev., and Supt. Walter D. Johnson, Las Vegas, Nev.



Mildred Stevens, past president, Bay Section Council, California Teachers Association; Mary K. Ryan, San Francisco teacher; Richard J. Ryall, past president, Bay Section Council, California Teachers Association.

A. A. S. A.

SAN FRANCISCO

as it does of institutes, sabbaticals, visiting teachers, pilot schools, bulletins and handbooks, and an orientation and induction week. Samuel Oelrich, supervisor of this training, dealt out the information. J. Cecil Parker of the University of California from the same platform lamented the plethora of theory and the dearth of practice in teacher training.

A smaller group heard a panel discuss how adults may participate in planning for educational programs. The consensus seemed to be that it's ticklish business.

Life with lay advisory groups can be beautiful, most of them agreed, when they stick to financial, site and building programs, but it takes a firm hand to keep them in line when it comes to curriculum. Start them for a specific job and stop them when this job is done was another gleaning from this group.

Dean Paul B. Jacobson of the University of Oregon and Dean J. Murray Lee of the State College of Washington carried the ball on organizing the high school curriculum "to serve the life problems of youth."

Dean Jacobson scored seven points: (1) provide students with work experience; (2) give them a course in occupations; (3) acquaint them with working conditions and opportunities through field trips; (4) provide enough counselors so each student can be advised not fewer than three times a year; (5) organize student councils and other devices for democratic training and initiative development; (6) give aid to teachers on classroom curricular problems; (7) provide library materials for both teachers and students.

Dean Lee sees development of the core curriculum as the most effective procedure, provided retraining of teachers takes place. Resource units within the core are also effective.



Virgil Kingsley, Cottage Grove, Ore.;
Supt. Milton L. Martin, Yakima, Wash.;
Supt. P. A. Wright of Richland, Wash.



Supt. Don R. Sheldon, Prescott, Ariz.;
Supt. M. C. Gallagher, Billings, Mont.,
and Supt. T. C. Bird, Santa Fe, N.M.



Supt. L. P. Linn, Ashland, Ore.; Supt.
and Mrs. Henry R. Spiess, Antioch, Calif.



James I. Van Fossen (Colorado); Chester
C. Frisbie (Washington), and Charles W.
Poppenheimer (Iowa), graduate students
at the Stanford School of Education.

In another well populated hall, Supt. Don R. Sheldon of Prescott, Ariz., urged the "air conditioning of all the children of all the people," and a personable young Pasadena teacher, Marion L. Swift, told how her children planned an air field behind the barn, extravagantly equipping it with a helicopter—this as one answer to Mr. Sheldon's complaint that our general educational pattern is geared to the automotive age—we are tied to the ground.

District reorganization provoked many thoughtful words. John A. Sexson, executive secretary for California school administrators, urged educators to "do a grass-roots selling job to citizens on a better education structure." His way to do this is to demonstrate that the school is "a mighty force to improve the quality of community living."

Prof. Hollis P. Allen of Claremont Graduate School outlined several psychological and fiscal incentives that can be used to sell the public on the virtue of larger districts. "The public will demand reorganized districts," he asserted, "if it knows that benefits will result. It is up to educators and interested laymen to produce the proof."

Getting along with the board was Supt. Wendell Van Loan's assignment. The administrator from Corvallis, Ore., maintains that it is the superintendent's task to prevent the board from voting on an issue when it is divided. He should step in when the board reaches an impasse on a policy matter and ask for the job of stating the facts and proposing a solution.

"But the superintendent should never let out the secret that the board is split. Nor should he call on Board Member So-and-So in an attempt to convince him that he is wrong. No more should he or any board member ask a layman to visit Old So-and-So and attempt to convince him against



The large Utah delegation at the A.A.S.A. convention poses for the photographer.



Robert P. Colwell, Wyatt School, Denver; Mr. and Mrs. Raymond J. Helt, University of Denver; R. W. Ullmeyer, Alameda and Valverde schools, Denver.



Supt. Clifford A. Duncan, Anacortes, Wash.; Supt. W. S. Wynstra, Mount Vernon, Wash.; Thomas P. Ryan, San Jose, Calif.; Ira Loree, county superintendent, Mount Vernon, Wash.

his will." In that direction Trouble lies.

President H. M. Gunn of Oregon College of Education, Monmouth, took up the tender subject of board member tenure. After twenty years on the board, he contends, members are more concerned with details than with policy making. Their long seniority overshadows the newer members. They are probably past 65, retired from business, and "sot" in their ways.

A PLAN FOR PLANNING

Supts. Briscoe and Bennion, in another hall, held forth on school plant needs. William S. Briscoe of Santa Monica, Calif., outlined nine procedures for carrying out cooperative research, study and planning.

1. Divide the city into areas—socio-economic and geographic units.

2. Organize the principals in each such area to study educational, recreational and social needs of the area as well as those of their own schools, and relate these with the help of a central planning office to the total needs of the city.

3. Get the citizens in each area to study the needs of their own areas in relation to the general needs of the city.

4. Present to each group of principals and the citizens a composite picture of facts and problems for the city and for each area.

5. Discuss possible solutions and elicit suggestions.

6. Organize teams of discussion leaders, three persons to a team, to discuss facts with as many citizens' groups as possible.

7. Set up a citywide committee to discuss school plans and policies with a view to relating the school's master plan to a general plan for the development of the city.

8. From this larger committee, select a smaller committee to develop a plan for financing the program which develops.

9. When the master plan and the financial plan are complete, take them back down through the various area committees to the public generally.

CONSULTANT NEEDED

M. Lynn Bennion of Salt Lake City built up a case for bringing in an outside specialist on school plant planning as a consultant.

Mr. Bennion based his case on five points: (1) having no vested interest in the situation, the consultant can be more objective; (2) he is in a position to unify varying points of view; (3) his prestige will help in campaigning for funds; (4) the interaction of school districts and consultants from schools of education is mutually advantageous from the training point of view; (5) the regular administrative and teaching staff lacks the time and energy to do the work.

Came the evening and Conservation. Prof. Allison Davis of the University of Chicago made the headlines on the new Davis and Hess tests which show that children, aged 6 to 8, of unskilled and semiskilled labor-

ers have an average attainment equal to that of children of professional groups.

Our present intelligence tests, Dr. Davis declares, place far too high a value on trite academic problems, thus penalizing the lower socio-economic groups, which do not take school seriously.

"A nation begins to die at the brain when it wastes or fails to develop the ability and skills of its masses. We need all the able people we can find. To find them, we must have a way to measure their real intelligence, no matter how poor their environment has been. They have to be discovered in their first years in school."

Dr. Davis believes that the tests developed by Mr. Hess and himself can do this. Our society is changing rapidly and we do not know what kinds of mental skills may be required of the average American a decade ahead. Current tests are obsolete, in his opinion.

No Punches Pulled . . .

TUESDAY, FEB. 22
TUESDAY'S program choices totaled fifteen—all discussion groups and most of them pointed and lively. Westerners, although most of them sprung from Eastern soil, seem bigger, handsomer and more assured than do schoolmen generally. They are quick to toss their two cents into any pool



Left—Supt. Irvin A. Shimmin, Unified School District, Trona, Calif.; Charles Bursch, director, school planning, California Department of Education.



Right—Reed Beckstead and J. O. Jones, Jordan School District, Midvale, Utah.

of opinion, and they hanker to tell what's going on in their local situation be they in high favor or hot water.

Religious instruction is good for an argument anywhere. Frederick M. Hunter, honorary chancellor of the Oregon State System of Higher Education, reviewed Supreme Court decisions and then listed regular curricular provisions that are within the law and yet have moral effectiveness: sacred music and art, spiritual values, a good biography of Jesus and the literature of the Bible.

Seattle's superintendent, Samuel E. Fleming, decried the tendency of school administration to adopt the authoritarianism of the military. He sees the principal-teacher relationship as a partnership between equals. The curriculum should represent the collective judgment of the corps under the leadership of the administration. If the superintendent and his staff want to boost teacher morale, they can try showing their faces in the classrooms and buildings.

THAT MERIT PLAN

Herbert A. Falk journeyed from Sayville, Long Island, N.Y., to tell the Westerners about the New York State teachers' salary law.

"In spite of the irritation caused by the 'sand flea' merit plan," Supt. Fuller declared, "the law has made definite contributions to the improvement of the status of the teaching profession in the state. Improvement in teacher morale is plainly evident."

Los Angeles' new single salary schedule of the preparation type was described by Harry M. Howell, assistant superintendent. It is a thirteen-step staircase. A teacher without experience and with only the minimum requirements gets \$2830 to start. The maximum is \$5210.

Supt. William S. Briscoe of Santa Monica, Calif., gave the schoolmen an idea of how the staff should define its needs for instructional space to the architect of a new plant. The architect should then feel absolutely free to improve on the suggested design, but such improvements should be reviewed by the people who will use the facilities.

"UNESCO offers great hope to the world, but it is not a panacea," George E. Outland, pinchhitting for President J. Paul Leonard of San Francisco State College, told one group. "The enthu-



Supt. Nolan D. Pulliam, Redlands, Calif.; Oscar E. Anderson, City College of San Francisco; Harold Spears, assistant superintendent, San Francisco; Roy W. Cloud, secretary emeritus, California Teachers Association.

siasm of millions of people must be tempered with judgment."

A comprehensive paper on tenure and retirement by Supt. Nolan Pulliam of Redlands, Calif., can only be hinted at here. He proposed, for example, five changes in teacher retirement plans: (1) readjustment of retirement income allowances to correspond to the recent improved income status of teachers; (2) deferred benefits to enable teachers moving from one state to another to retain full benefits; (3) retirement age made conditional upon physical and mental condition as determined by a board of experts; (4) placement service for retired persons who want a job; (5) legislation permitting greater diversification in the investment of retirement funds.

California's statutory provision for state support of the entire adult education program if the courses are approved by the state department of education enabled Supt. Henry R. Spiess of Antioch to make logical suggestions as to types of courses. He suggested separate courses for expectant mothers, preschool parents, primary school parents, and intermediate and junior high school parents.

Terminal education was discussed by Supt. Zed Foy of Boise, Idaho, who contended that there isn't anything a new terminal school in the typical community can do that the present secondary school can't do if it will.

Unabated . . .

WEDNESDAY, FEB. 23

THOSE hardy bands of Forty-Niners who pushed through the Western mountains to settle in San Francisco for convention week had their transportation difficulties. Trains were slow and tentative, and when they did get there the fretful passengers had to wedge into the few filthy cabs that are on the streets, the Yellows having been out on strike for two months.

So it was that these delegates were more than happy to hear about aviation on Wednesday morning, the air age being championed by Supt. H. B. Bruner of Minneapolis and Gill Robb Wilson of the *New York Herald Tribune*.

On the final afternoon while the exhibitors were frantically crating their wares for St. Louis, the discussion groups were going on unabated.

Life was being breathed into records and reports in one hall, where Supt. Rolland H. Upton of Auburn, Wash., declared that it is impossible to separate book work from inspiration. "Without those dull prosaic records," quoth he, "we should be performing blindly, not knowing whether we were making progress."

AUGMENT THE RECORDS

State Supt. Charles L. Rose of New Mexico made a plea that teachers be required to add to their records the student's emotional problems, economic background, and family relationships for the benefit of psychiatrist or social worker.

In another hall Dean Edwin R. Guthrie of the University of Washington Graduate School told of college teachers being rated by a secret committee of five colleagues. Student judgments were also gathered and found to be slightly more reliable than faculty judgments of one another. Contrary to the opinions of most teachers, the students' ratings show that college teachers do not improve with age.

Apparently public school teachers would not improve either were it not for in-service training, which, Supt. Paul F. Gaiser of Vancouver, Wash., holds, has become a lifelong responsibility of school administration. It is absolutely basic to successful teaching, in his opinion.

Grace V. Bird of Bakersfield Junior College, Bakersfield, Calif., told her group that "not only do schools with

good personnel programs provide more effective educational programs but the youngsters have more fun and enjoy fuller satisfactions."

Irwin O. Addicott, associate superintendent at Fresno, Calif., would provide guidance service in the elementary schools on the theory that "if it is valuable at one level it is valuable at all."

Supt. C. C. Trillingham of Los Angeles County pulled no punches when, talking on intergroup education, he declared that the vast majority of us merely ignore the problem of minority groups and attempt to stall off its solution in the hope that a later generation will be willing to face the issue.

"The schools are in the middle of this great problem and must throw their weight now on the side of democracy and decency," Mr. Trillingham declared with some emotional intensity.

SOON OUT OF DATE

Five years of close compatibility is about as much as one can expect from a carefully planned mating of curriculum and plant.

This discouraging view of Chairman John Milne, superintendent of schools at Albuquerque, N.M., introduced a joint discussion session of the A.A.S.A. West and the National Council of Chief State School Officers entitled "The School Architect Speaks."

Before the school architect had a chance to speak, Supt. Milne observed that no matter how smart the architect and school administrator may be, the world moves faster and any plant is bound, in the nature of things, to have many immovable features.

Architect William Koblik of California says it's a fact that modern technology can design a perfect teaching space with proper lighting, heating, ventilation and acoustics.

Nobody is going to design such a school plant, Mr. Koblik reasons, first, because it would cost a fabulous sum and, second, because it would take most of the teacher's time to adjust gadgets and put in service calls to technicians.

DEFENDS RADIANT HEATING

Mr. Koblik favors radiant heating chiefly for kindergartens, elementary classrooms, shops, large assembly halls, and locker and shower rooms.

Advantages of radiant heating, as he sees them, are: (1) it gives uniform heat; (2) it eliminates drafts; (3) it operates noiselessly; (4) it allows use of concrete floors and asphalt tile zone control; (5) it keeps all water lines from freezing.

Its disadvantages lie in its time lag and the need for a supplementary system where temperatures fall below 20° F.

Little progress has been made in acoustical materials in the last ten years, this architect comments sadly. The problems of washability, paintability, light reflection, fire retardation, amount of sound absorption, and durability still remain, Mr. Koblik charges.

Architect Ernest J. Kump, also of California, asserts that good school architecture presupposes the following: (1) an understanding of the nature of the educational processes; (2) long-range, over-all planning of a school district based upon predetermined basic policies; (3) site utilization plans for the ultimate de-



Supt. Joe R. Humphrey, Temple, Tex.; Hob Gray, University of Texas, Austin.



Carl R. Evans, Tooele County, Utah; James R. Williams, Grantsville, Utah.



J. J. Clark, superintendent of Osborn Schools, Phoenix, Ariz.; Robert W. Ashe, superintendent of Glendale Union High School, Glendale, Ariz.

velopment of all school sites within the district; (4) design and equipment of buildings under a principle of organic flexibility, and (5) an emotional content integrated into the design related to the school's various functions.

Just in case anyone is troubled about that "emotional content," here's a direct quote from Mr. Kump to set him straight:

"For the basic primary school the design expression should aim at a feeling of shelter, security and intimacy (in contrast to one of activity) with a greater degree of impersonality permissible for children of higher ages and broader experiences.

"For primary schools the architect might more suitably use roof shapes of a sheltering type, textures having warmth and softness, primary colors, proportion and scale more domestic in character, and those elements in general that give a character of intimacy and informality."



Supt. John Frederic Ching, Salinas, Calif.; Supt. Forrest V. Routt, Martinez, Calif.; Sherman L. Brown, San Francisco State College.

NEW COMMISSIONER would gear Office of Education to modern times

IN HIS office at the University of Chicago (where he has been professor of education since October 1948), Dr. Earl J. McGrath, newly nominated U. S. Commissioner of Education, talked frankly about his plans with the editor of *The NATION'S SCHOOLS*.

"I am definitely in favor of federal aid for schools," he said, "and, in general, I approve S. 246, but I want to emphasize that whatever the government does to subsidize education and in whatever form, we should make every effort to protect *local control*. We want the least federal control consistent with the proper use of funds."

LET CONGRESS DECIDE

Dr. McGrath said he will not take a personal stand on the question as to whether Congress should permit federal funds, directly or indirectly, to be allocated to nonpublic schools; as for example, for pupil transportation or for the purchase of textbooks. "How the money should be distributed is a matter for Congress to determine and for the courts to rule upon," he said.

"If I hadn't thought that the Office of Education would be a dynamic situation offering opportunity for considerable leadership, I wouldn't be interested in this job. I'm not a collector of statistics. I want some facts for thinking, but I want to work beyond facts. I think that the Office can be made into a very serviceable agency at all levels of education, with emphasis on timeliness and service.

"I have had a feeling that the U. S. Office lagged behind educational developments, instead of getting ahead of the procession and leading it."

Do you think the President should appoint a national board of education to govern an independent Office?

"There has been a good deal of argument about the danger of swallowing up the U. S. Office of Education within the larger agency of the Federal Security Administration. I don't hold to this idea at all. Nothing is more closely related to the public welfare than education. And since government must be conducted through agencies, I see no reason why the F. S. A. is not the agency in which this unit of education should be located.

"The important thing is to get the job done in education. Unless it can be shown that an administrator of a unit in the government would actually hinder—by overt act—the functioning of his office, I can't see a need for making a separate office."

What is the chief responsibility of the U. S. Office?

"The function should be geared to the times. What was the function in 1930 may not be in 1950. I think it



EARL J. McGRATH

ought to take a very aggressive leadership in educational planning and research. I think it ought to find crucial problems in education from top to bottom, and from bottom to top, and direct its well trained staff to deal as expeditiously and as carefully and as fully as it can with the problems that face educational institutions.

"I think the U. S. Office should service every agency of government. I'm quite certain that one federal agency cannot manage all the education functions of all the branches of government. There ought to be a clearing house. If one branch of government wants to set up an educational program, a high-ranking committee should work with the various branches of government before such a program is legislated.

"The U. S. Office, as the government's educational agency, should be concerned about any world effort to increase and improve education. I'm particularly interested to improve the

understanding of our own people concerning international problems.

"I am, of course, in agreement with the President's Commission on Higher Education that national scholarships should be provided, but I think a survey should be made as to how many scholarships we need, and also the value. The subject will stand a little more study than the commission was able to give it."

Should such a study be conducted by the U. S. Office of Education?

"I assume so. The government's chief educational agency should make it. I endorse the opinion that laymen experienced with such matters should work with the commission or committee making the survey. If scholarships are granted, the public generally is going to be involved, both in paying the bill and receiving the benefits.

"I would say about federal aid for building costs that such aid should be based on studies of present and future needs, the trend in building costs, and the possibility of economies through consolidation.

"The Zeal for Democracy program, or whatever it may be called, should be on a constructive basis. The problem is: How can we make the values of democracy meaningful to Americans? We should find out how to dramatize democracy."

The new Commissioner looks forward to the opportunities that Washington offers for two of his hobbies—golfing and flying. A licensed pilot with more than 190 hours to his credit, he frequently rents a plane to fly to meetings. "Flying relaxes me more than anything else," he said.

RELINQUISHES EDITORSHIP

One of the several interests which Dr. McGrath will relinquish is the editorship of the *Journal of General Education*. Editors' problems are a frequent topic for family discussion, for Mrs. McGrath (nee Dorothy Leemon) was formerly editor of youth studies and teacher education publications for the American Council on Education.

The Commissioner's great grandfather, Daniel McGrath, was a teacher in County Antrim, Ireland; his brother John has been guidance officer and teacher in Niagara Falls for about twenty years, and his sister, Mrs. Grace Brill, has been third grade teacher for about eight years in North Tonawanda, N. Y.

The teacher must learn first in SEX EDUCATION



MEMBERS of a recent Western educational conference for a dozen states were listening to the views on sex education of a delegate from Oregon.

"We must teach the children of America the many things that they ought to know about sex, and a good beginning should be made by the time they enter the seventh grade," he declared.

At this point, a superintendent of schools from Texas rose to present a question.

"Can you tell me," he inquired with facetious emphasis, "just what there is about sex that a seventh grade boy or girl does *not* know?"

All over America the controversy continues. Sex education is today in much the same category as the weather in at least one respect—everybody is talking about it.

P.T.A.'S ARE ACTIVE

A few people are also attempting to do something about it. Here and there venturesome educators are bringing into the classroom diverse types of sex education, utilizing various methods of instruction on a variety of levels. Lacking unanimity of procedures and objectives, they are going off in many directions, with the result that they frequently are involving themselves and their cause in violent disputes with lay people in general and with specific groups in particular.

Their cause, however, does not lack sponsoring organizations. Numerous P.T.A. groups, for example, are taking a leading part in advancing this type of instruction and are advocating its extension. To illustrate, this year's Minnesota Council of Parents and Teachers, assembled in convention,

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stressed the vital need for such instruction and advocated that delegates take an interest in it when they returned to their home communities. Oregon early took a lead in the movement and produced the film which a national magazine featured in a last summer's issue, causing a controversy which still is raging.

IGNORANCE PLUS ENTHUSIASM

All of this may be good—or it may be bad. A topic that in our culture since the beginning of time has been taboo as a subject of polite conversation has suddenly become a matter of open discussion in classrooms and in public forums. The pulpit, too, is offering opinions.

It doesn't seem to matter too much if one knows little about the subject (or are we all experts on it?), it is the expression of opinion that is valued. Panels on sex education are organized at which one sometimes feels that the participating individuals are pooling their collective ignorance. Later they issue statements which invariably are given prominent display by local newspapers.

Freud, if living, would be highly elated at this apparent proof of his fundamental thesis. And the fire is spreading.

Children, too, are not neglecting their opportunities in this field. Boys (and, forgive me, girls, too) who once suffered the application of the birch rod because of their imaginative sex-life drawings, usually on the schoolhouse walls, now are making these drawings under the benign supervision of their classroom teachers, and the

rod is being replaced by merit marks.

Some schools have organized sex education classes; in others such instruction is "incidental." In some schools it is the classroom teacher who has charge of the endeavors; in others, "specialists" are brought in from outside. Some institutions of learning favor presentation to heterogeneous groups, others carefully choose, select and apportion their members. There is little unanimity of effort, method, curriculum. But *all* schools are fast making a play in the direction of sex education at least to the extent of talking about it.

Grave dangers are inherent in such a situation. It is difficult to see how sensible objectives can be achieved through such chaotic endeavors. Enthusiasm, the present dominant factor, is carrying the enterprise through where merit alone would not. Its newness, its appeal, its boldness of approach to a problem heretofore submerged are salient criteria in the success pattern, wherever evidences of success are visible.

QUESTIONS TO BE FACED

If the movement is viewed impartially in its entirety, certain "musts" are discernible which inevitably will have to be given recognition before the movement can fulfill its functions creditably. If order is to replace chaos, if worth is to be substituted for mere missionary zeal, if long-range, rather than ephemeral, objectives are to be achieved, careful stock will have to be taken. Efforts will have to be directed along specific lines if the designated objectives are to be met. While I do not attempt to prognosticate, a broad view of the present situation suggests that the following needs of the program must be met before

we can assume that a sound structure is being built.

Proponents of the sex-education program must define their terms. Basic to all other questions is this one: *What is sex education?* Is it a teaching of the biological facts of life? Or is it essentially an understanding of good family relations? Is the story of birds and bees "sex education," or is it fairy tale and fable to the average youngster?

Is sex education per se what is really needed, or is the need one of *sex relationships*? Is our present unit on "the family" sex education? Or must boys and girls be presented a realistic view, e.g. know of, recognize, draw or otherwise acquaint themselves with the physical organs of reproduction and their functions, to get an adequate course in sex education?

Is showing a movie such as the Oregon film "education," or does it add to the confusion that already exists in the minds of the children viewing it? Does it, as charged by some people, excite the imagination, frighten the timid and incite the bold to action, or does it legitimately instruct? Is it, as some suspect, causing modesty to be a forgotten virtue by reducing sex to a mundane level?

These are but a few of the questions that parents and teachers are asking. A definition of terms is certainly in order. However, will such a defining of terms achieve any good purpose unless it is universal in scope and acceptance? If not, how can even a modicum of universality be achieved in this area?

SHALL BLIND LEAD THE BLIND?

Second, who is to assume the responsibility for instructing the youth of the nation in the mysteries of life's most intimate relationships? Is it to be the same shy spinsters who, Psychiatrist Challman alleges, blush when they view Titian's Venus or turn their heads aside when they pass a nude statue of Apollo, these allegedly frustrated psychotic introverts who live their cloistered lives apart from the realities of life and are untouched by its Freudian urges?

One group of critics points accusing fingers at the teachers and indicts them for their naïvete, their child-like innocence, their failure to know the problems of life in a world that is neither naïve nor innocent.

"You are simple virgins who have escaped realism by becoming teachers,"

it jeers. "You will remain thus as long as you continue to be teachers!"

To complete the absurd picture, another group—proponents of the sex education plan—proposes to use these same teachers with all of their shortcomings to instruct in the very fields in which they themselves allegedly fail to measure up.

Some propose to place experts in charge of this "Operation: Sex Education." Well, may we ask, "*Who are the "experts"?* Are they doctors? If so, can it be assumed that all doctors are *teachers*? What about certification, remuneration and all of the other hurdles that lie in the way? Should we use nurses as teachers? Many educators believe not, for nurses have neither the training nor the experience to qualify for this job. Imported instructors? No, for then undue attention will be called to a course which should not be made the object of significant attention not accorded other courses. Science, home economics, or gymnasium teachers? Probably—but aren't they now incorporating into their classes about as much of this type of instruction as validly belongs there?

Is a knowledge of subject matter necessary in order to teach effectively a course in as delicate a subject as sex? One might well ask, can a manual training teacher instruct in surgery? Or a civil engineer in psychiatry or pediatrics? No, the matter of obtaining capable instructors is an insurmountable obstacle to this movement at the present time. The obstacle cannot be removed by the mere enlistment of the aid of well meaning enthusiasts, an expedient in wide contemporary use.

When the question of *who is to instruct* has been discussed, another, equally ubiquitous, presents itself: *Who is to be instructed?*

Will it be *everyone*? No, that cannot possibly be. Who then? Sixth graders? Probably—but should they remain in mixed groups or be segregated? A popular magazine last year told of boys and girls of this age viewing a movie together, then discussing it completely and frankly.

WHOLLY OUT OF TASTE

There are some things that just are not and can not be talked about in mixed company. That is not an antediluvian point of view; it is rather one of propriety and decency. Talking about a thing is *not education*. It is difficult to see that it is any more neces-

sary for boys and girls to discuss menstruation together than it is for them to discuss the peristaltic action of the lower bowel.

At any event, advocates of this plan must decide at what age each phase of our sex life is to be presented; to what groups it will be given; whether such groups will consist of selected individuals or heterogeneously organized classes; if all pupils will be included or certain selected ones only; if special individual instruction will be provided boys and girls with special problems, and if mixed groups or segregated groups are preferable.

Problems in this sphere are many and heavy; most of them have not been considered sufficiently to warrant final conclusions at this time. The picture now is in truth a chiaroscuro; some lightening of the dark spots is necessary so that we can gain a clearer view.

FACTS OR ATTITUDES?

Finally, it will have to be decided *how sex education will be taught*.

What methods will be utilized in this program? Can the multiplication of fractions, binomials and human beings be taught by identical methods? If "experts" are in charge, they will no doubt evolve effective procedures peculiar to their own situations, but if the run-of-the-mill instructor takes over, the circumstances will be altered considerably.

It is difficult to conceive of a situation more rife with potentialities and implications than this one. Before a program can be initiated on a broad scale, it appears to be imperative that sponsors prepare carefully this phase of the project. A course of study which already is crowded with "musts" and which has hosts of enthusiastic advocates of diverse other movements clambering to get aboard cannot bear too great an additional load.

If this new course is to be a replacement, what will it replace? If it is to be added to the existing courses, just where will it appear? These are just a few of the questions that have come up to plague school people sponsoring the sex education move.

"I am of the opinion," said a prominent educator recently, "that before we can educate the children in the matter of sex we must first educate their parents."

With that sentence I agree, and I should like to add the two words "and teachers."



ABOVE: All Korean pupils carry knapsacks on their backs with an abacus protruding from the top of it.
RIGHT: Mr. Kim, an interpreter, and Mr. Benben in front of the T.T.C. building.



DESPITE fifty years of Japanese oppression and subtle attempts to Japanize the country and its people, the Korean with quiet stubbornness educated his youngsters and frustrated the Japanese at every turn to keep the thought of independence burning. Because he knew no form of government except despotism, naturally the defeat of the Japanese brought anarchy until the U.S. Army military government teams and American civilian experts arrived to organize and to teach Koreans how to operate a government.

This is a short description of the teacher training program sponsored by the Korean and United States governments in Seoul. The actual work of instruction began last August and closed November 25, when members of the mission returned to the United States. In all, twenty-nine American educators participated.

Dr. Marvin Pittman of Georgia State Teachers College was director of the program, and John Schuiling of Minnesota State Teachers College, Bemidji, was assistant director. Mr. Schuiling and I went to Korea last June to prepare for the program.

A Survey Mission Report had listed the equipment that was to be brought from the United States to aid in our teacher training program. None of it was shipped. What meager equipment we had we begged or borrowed from the U.S. Army outfits stationed in Korea.

The army had arranged quarters for us in a dependent housing area. After our arrival, processing and additional



Calisthenics and assembly are hangovers from the old militaristic pattern.

inoculations, visits to the schools were arranged to permit us to see Korean teachers and pupils in action. A jolting jeep ride, an American lunch, children yelling "hello," mountains devoid of timber, farmers cultivating rice paddies, Korean policemen and humanity everywhere were part and parcel of every trip to a school building.

On the educational side, we saw in each schoolyard children standing rigidly at attention and then bowing to the principal, who stood upon a portable platform before a microphone making announcements. Following him

came the physical education instructor, who bellowed orders, which were promptly obeyed with stiff eighth and quarter turns and formal calisthenics.

Morning exercises ended with a recording of martial music over the public address system; the children, with stiff arms, swing-marched into class. No whispering in the lines, no turning of heads, no pushing, no childish impatience were allowed.

In classrooms, housing eighty-five or more, we saw little equipment, a few paper covered texts (the Japanese texts had been burned), coarse writing

paper, children seated at inadequate desks, peering closely at their work because there was insufficient light. We saw children called upon to read standing at attention with the book at arm's length and reading as loudly as they could. We saw excellent art work and heard the pure tones of children's voices blended into a flawless rendition of a musical composition.

As we walked through the buildings, which have no artificial or natural light and no heating facilities (children are dismissed in January because of the weather), we saw eager teachers intent on teaching—oblivious of the numerous needs of a classroom. We saw teaching in the raw and a people's striving to catch up with the rest of the world after years of oppression and deprivation.

A program of orientation was scheduled for the American specialists. For a week we heard American and Korean experts in the fields of industry, education, communication, textiles and other various specialties lecture on the work already done, the progress and the needs of Korea. In the meantime, we met the interpreters, a group of young men and one girl who had been especially trained for the work.

Some 300 Korean administrators and teachers registered for the first teacher training program. It was the rainy season, and many were late arrivals because of washouts and floods. These students came from every section in South Korea. They were billeted in a dormitory under the management of Koreans. Many of them had never visited Seoul, the capital. Field trips were scheduled to acquaint them with the industries and the city.

BEGGED FOR MORE WORK

What eager beavers these Koreans proved to be! They could not work enough. One of the first complaints was that they did not like the unscheduled periods in their class programs. So they began auditing classes. They overwhelmed the instructors with questions and then complained about the shortness of the class periods. In their enthusiasm they would often applaud the instructor.

The complete lack of equipment, the bare rooms, the weather, transportation difficulties, dysentery and flea bites were enough to frazzle American nerves—and did. The enthusiasm of the students helped the institute over the hump. The science room slowly grew in stature, filled with charts,

plants, improvised apparatus and anything that could be scrounged from friends or found in Korean markets.

No arrangements had been made for the experimental school. A near-by school was found willing to provide space, teachers and children. Gradually materials were found which, though inadequate according to State-side standards, proved helpful. With time-consuming patience, the instructor trained the Korean teachers in modern technics and methods to develop a center which attracted many visitors.

The Korean markets were searched for materials to provide the supplies necessary to conduct a puppetry class, with the aid of the office of civil information's puppet group, that joined with the instructor. Korean teachers do not work with their hands, by Korean custom. This was unheard of. But the ability of the Korean to improvise should speed up the integration of traditional scholarship and practical application.

DEMOCRACY DEMONSTRATED

The staff preached democratic education, applied it and demonstrated it at every opportunity. As the educators who had been interviewed earlier said: "We would like you to explain, define, illustrate and demonstrate this thing called democracy. Liberation for a democratic way of life meant unrestraint to our people. The school youngsters are beginning to show it in their actions, and our teachers are confused because they do not fully understand."

A student governing body was organized, and the offices and assignments were rotated among the students. All class committee and group meetings were conducted democratically, giving practical application to principles.

A seminar in democratic procedures was organized. The students in the organization and administration classes were instrumental in outlining the course according to their needs in the field and their desire for detailed information about educational structure. From the outline, a manual was evolved, including the new Korean educational ordinances, and was distributed among the students.

The educational ordinances had been cooperatively written by Americans and Koreans. Certain compromises were made because of the traditions and customs of the country.

The new laws provide for boards of education and superintendents in every Gun (county) with the Gun Su (political head of the county) a member of the board without election.

Another section places the school principals directly under the control of the provincial head of education, who is responsible to the minister of education.

These were two of the important compromises. Many of the administrators and teachers at the teacher training program were not pleased with these sections of the ordinances. Nor on the other hand was the minister of education. He had been German and Japanese educated and, it was rumored, was biding his time until changes could be made that would give him complete control of the entire educational system.

Another interesting phase of the new education laws is the equalization ordinance. Much Japanese-owned land was left in the hands of the government after liberation. A national land act permits the people to purchase this land from the government, payment to be made annually over a specified number of years. The money collected in payment for the land is deposited in the school equalization fund. Should the fund be insufficient for the year, the schools get first call on the national treasury for the balance needed.

CAME THE SECOND 300

Our first teacher training period was soon over, and another 300 students arrived to find a new American staff had taken over.

The weather became colder, and the T.T.C. building had no heating plant. It was some time before small army pot-bellied heaters were installed. The stove pipes (no flues) protruded from the windows. When they arrived in the morning, the instructors would look up to see if the Korean custodians had built fires. It was amusing to see smoke escaping from pipes at varying levels. As the weather became colder, the Koreans just added another layer of clothes. The custom was adopted by the staff; we bundled to our ears.

When the second period closed, there was no doubt in the minds of the staff members that the mission had been a success, despite the inadequate equipment and building. The 600 educators who attended only tasted the educational knowledge the Japanese administration had refused them.

That more American foresight and

planning were not shown is deplorable. Many translations of educational works could have been prepared and distributed to the students to serve as materials of study on their return to the provinces. Electric power provided by portable generators would have permitted an audio-visual program and the use of the limited library during the evenings. Maps, books, charts, periodicals and any illustrative material for the center and the experimental school would have considerably improved the value of the project.

As it is, the resources of the area were fully utilized, but Korea has little, and the sixteen weeks were too brief.

Most of the U.S. Army has been removed from Korea, and the United States is continuing its assistance through the State Department and the E.C.A. program. The difficult angle to understand about American willingness to assist other countries is the total emphasis it places upon the dollar sign—that and nothing more.

The E.C.A. program provides for a very small, if any, accompanying educational program. The State Department does some work with scholarships.

Americans cannot turn their backs on other nations, for these nations look to us for assistance and guidance. The

dollar sign and the equipment it can purchase to put them on their feet are essential fronts in the cold war. But these fronts must be bolstered with democratic enlightenment, a practical program for democratic living beginning at school level and extending to every part of the country.

Why not use the school as the base of the program by actually showing these peoples how democracy works. Schools touch everyone. In Korea it was always: "We have read and heard much about democracy. But, please, how do you apply it in teaching classes of seventy children? Use us as specimens and demonstrate."

The trend in administration is toward

DEMOCRATIC LEADERSHIP

CHANGES and discoveries in the last twenty years show that the school administrator has a different and a greater rôle to play than that of the top of the "line and staff."

Research in educational psychology, with its recognition of the biological and social development of children, has changed the emphasis of the curriculum from subject manipulation to the development of pupils as social personalities. The work of Moreno and his associates, in studying the structure of society, has given us much insight into the interaction of the dynamic forces inherent in the societal microcosms existing in our classrooms.

In this social field of the educational situation *human relationships* are *most* important, because it is through the interaction among people as individuals and among groups as teams that learning is engendered. The development of attitudes, feelings of security, interest and enthusiasm by both teachers and pupils is conditioned by the variable impingement of these social forces.

The techniques of group action, group discussion, and group development are basic to the expansion of the learning situation. We have become conscious

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of the great power potential for social progress in our educational system.

School administration originally assumed the form popularly known as the "line and staff." This conception did not arise out of the needs of the educational process but was copied from the centralized administration developed by the expanding business corporations during the late nineteenth and early twentieth centuries. Its controlling characteristics are the delegation of specific powers, an almost complete separation of planning and performance, and an authoritarian pattern of relationships all the way down the line.

Great specialization in jobs has resulted. This has fostered institutional stratification and the development of a rigid hierarchical form of control. Operation within this concept largely ignores the great reservoir of ability possessed by the teaching staff. This imitation of industrial practices has inevitably led to conflicts between the

efficiency goals of administrative organization as such and the purpose goals of the education of children. Great reliance often has been misplaced in the efficacy of structural specifications.

School administration should exist solely to facilitate the growth of pupils in the instructional situation. It must provide the dynamic leadership necessary for the greatest development of both teachers and pupils. The human and material resources of the community must be utilized. Patterns of administrative operation must grow out of the needs of our educational program and be designed to serve that program.

The rôle of the administrator has shifted toward that of a democratic leader. In this leadership rôle, executive authority is not positional but functional authorization which comes with the job. As Newlon so aptly said, the rôle of the administrator "is that of a colleague charged with a special responsibility."¹

Field studies of the school systems of the Metropolitan School Study

¹Newlon, Jesse H.: *Education for Democracy in Our Time*, McGraw Hill, 1939, pp. 144-148.

The swing is away from the rigid patterns of line and staff.

There is greater recognition of the instructional situation as the central core around which all other phases of school operation revolve. In making final judgments, more attention is being paid to the ultimate effect on the boys and girls.

Council¹² were made to find out how administration is meeting the challenge of leadership. As a group, these systems exhibit patterns of operation that will help to meet the demand for a different kind of school administration. All the patterns observed are not found in a single school system. They show a significant trend in these good schools toward a new operational theory. Important examples of these are:

Superintendents think of the whole staff as a team, a functioning unit working on a common problem. They are not jealous of power. They delegate responsibility and authority freely. They induce the feeling that personal prestige comes best from the accomplishment of the whole group. They rely on the democratic processes because they believe that the best solutions to problems come from this method. They utilize every opportunity for co-workers to have their place in the sun.

The superintendents of these schools work with groups that act as their cabinets and usually are designated by a functional title. The membership represents a vertical section of the professional personnel. Proposed policies and possible administrative arrangements are submitted to these bodies for decision.

The budget is conceived as a community educational planning instrument. It reflects the cooperative planning of the community and professional staff. Its provisions are the results of decisions about what portions of the planned program can be currently purchased.

Professional committees, some of which have official status by action of the board of education, work on vari-

¹²The Metropolitan School Study Council is a group of seventy-five school systems in metropolitan New York which are voluntarily banded together in a cooperative research effort for the improvement of education. See Mort, Paul R.: Schools That Will Prosper, *The Nation's Schools* 42:45 (October) 1948.

ous problems such as the placement and utilization of personnel within the system, as well as on selection of staff additions or replacements. The committee which helps select new teachers usually will include one or more teachers who are prospective colleagues of the new member and who actively participate in making the decision of which candidate will be hired.

Induction of new personnel is handled by a committee of the professional staff.

A professional staff committee selected by the local teachers association acts in the interest of the members of the professional staff in petitions for personal redress.

Staff committees contact the whole staff and promote close relationship with other communities. This serves to make the group more sensitive to the changes taking place in alert school systems.

Administrative organization and operation are being simplified. Procedures, relationships and devices that, because of their complexity, hamper people in their work are being streamlined or abolished. Within the legal restrictions as set up by the state the points in the local system where final decision can be made are being definitely located. Flow lines of various functions, such as purchasing, can be accurately traced in terms of the particular functional responsibility of each office through which they go.

Definite steps have been taken to free the classroom teacher for a more creative rôle. The former hierarchy of special subject supervisors, grade supervisors, and other inspectorial officers with their many, often conflicting, demands upon the teacher is in the process of being abolished. These specialists are no longer in a line position but form consulting services. The school principal, the classroom teacher, and the consulting services form a sort of combat team in which each contributes specialized knowledge and service to

the development of the instructional situation.

The staff of an individual school within a system is charged with the responsibility of studying its own attendance district and modifying its program to satisfy peculiar local needs. Definite budget allocations for such things as books and supplies are made for each school. Within these allocations purchases may be made at the discretion of the local staff. Within the general controls and prudential safeguards of the system for protecting public money, the local principal's office is the point of final censorship.

Direct open channels of communication among all the people who work together are two-way. These channels also extend into the community setting, and through them interested groups can influence action. The establishment of these pathways is the responsibility of the administration in carrying out its functional leadership.

The superintendent and the board of education regard themselves more as a community ways and means committee than as the trustees of a separated institution. The area of interaction of school and community is being studied to determine the best means to use to raise the level of lay understanding of what schools can and should do.

LEADERSHIP TURNS COORDINATIVE

Administration, as well as other services, is appraised in terms of its contribution to the progress of instruction. Leadership is becoming increasingly coordinative and less directive.

Together these patterns show a swing away from the traditional, rigid patterns of line and staff toward a more democratic conception of the way schools should operate. They show a greater recognition of the instructional situation as the central core around which all other phases of school operation revolve. And, most important, they show that in making final judgments on any school question more and more attention is being given to what the ultimate effect on boys and girls will be.

Under operational patterns like these there is a greater recognition of the tremendous power potential of education. The transformation of this tremendous power potential for making a difference in the lives of people into a dynamic force of social reconstruction is one of the great challenges of our time to school administrators.



New emphasis and broader scope for

TESTS AND MEASUREMENTS

IN RECENT years tests and measurements have been used to evaluate not only academic aptitude, intelligence and mastery of subject matter but also the more intangible aspects of growth, such as attitudes, interests, critical thinking, work-study skills, and personal-social adjustment.

In addition to devising methods and techniques for measurement of the newer objectives, test technicians and teachers have developed test exercises to measure fundamental understanding and interpretation of subject matter, rather than the acquisition of isolated facts and information.

This trend toward an emphasis on the measurement of understanding and interpretation is particularly observable in tests of general educational development, such as those devised for the U.S. Armed Forces Institute and the recent tests at the secondary school level constructed by such organizations as the College Entrance Examination Board and the Cooperative Test Service. At the college level, the same emphasis may be noted in the examinations constructed for the Graduate Records Examination.

Another recent trend in tests and measurements has been the increased use of informal or teacher-made test exercises for instructional purposes to supplement the formal or standardized tests. Surveys show that the average classroom teacher uses a ratio of five or six teacher-made tests to every standardized test.

These informal tests have direct value for the day-by-day appraisal and guidance of pupils in the specific topics or units of classroom study. The

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standardized tests serve better the purpose of indicating the level of achievement of pupils with a national sample of pupils of comparable age and educational experience. Teachers and supervisors generally will find excellent suggestions for such informal test exercises in the "Forty-Fifth Yearbook of the National Society for the Study of Education, Part I," entitled "The Measurement of Understanding."¹

APTITUDE TESTS

In recent years two trends have become evident in the construction of academic aptitude, or intelligence, tests. One of the commonest trends is the development of mental ability tests which provide for a language and nonlanguage I.Q. as well as a composite I.Q. The second trend is the result of the factor analysis of mental ability, or academic aptitude. Dr. L. L. Thurstone has been a leader in this field.

By statistical analysis Dr. Thurstone has analyzed and interpreted seven primary factors or mental abilities. These include: the verbal factor, which involves vocabulary and reading comprehension; the number factor, which involves speed and accuracy in computation; the space factor, which involves visualization of space relationships in mechanical drawing; the memory factor, which involves rote memory; the perceptual factor,

which involves discrimination of likenesses and differences; the word factor, which involves naming isolated words at a rapid rate, and the reasoning factor, which requires finding a rule or principle involved in a series of numbers or words.

The mental ability tests that incorporate the results of this research are called Tests of Primary Abilities. They are published in batteries for various age levels by Science Research Associates in Chicago.

Another promising development in the aptitude field is the construction of the General Aptitude Test Battery by U.S. Employment Service. It was validated at the adult level for twenty families of occupations. It is being tried out experimentally in one or two city school systems to determine its applicability and validity for students at the secondary school level. This is restricted government material and is not yet available for general use.

In New York City, especially in high schools with specialized courses in music and art, aptitude tests have been valuable in helping to select pupils with special talents. For this purpose, such tests as the Kwalwasser-Dykema² and Seashore³ tests of musical talent and the Drake Musical Memory Test⁴ have been used.

The first two of these tests present music situations by means of recordings for testing discrimination of pitch, tone and other musical capacities. The Drake Test requires the use

¹Published by Carl Fisher, Inc., Chicago.

²Published by RCA Manufacturing Co., Camden, N.J.

³Public School Publishing Co., Bloomington, Ill.

of a piano and the participation of a teacher who can play the piano. In art, the Meier Art Judgment Test,⁵ McAdory Art Test⁶ and Lewrenze Tests in Fundamental Abilities in Visual Art⁷ have proved valuable aptitude tests. In addition to these tests of aptitude, use has been made of clerical aptitude tests, mechanical aptitude tests, and stenographic aptitude tests for pupils who are entering these special occupational courses in secondary schools.

READINESS TESTS

Schools in many communities are increasingly using reading readiness and number readiness tests in order to determine when children can most profitably be introduced to formal reading and formal number work in the primary grades. These tests are combined with teachers' observations and judgments about the pupils' physical, mental, emotional and social development.

Among the better-known tests of reading readiness are those constructed by Gates, Monroe, Stevens, Lee and Clark. Descriptions and publishers of these appear in any modern textbook on measurement.

Two number readiness tests may be adapted for local use by teachers and supervisors. Brueckner⁸ has constructed a comprehensive number readiness test. Wittich⁹ has constructed a less extensive one.

ACHIEVEMENT TESTS

A first major trend in the measurement of achievement has been a concern about the appraisal of such objectives as critical thinking and work-study skills to supplement such established objectives as acquisition of information, concepts and basic skills. A second trend has been factor analysis of the component abilities of achievement within various subject matter areas. These trends are represented not only in the so-called basic subject matter areas but also in the content subjects.

⁵Bureau of Educational Research and Service, University of Iowa, Iowa City.

⁶Bureau of Publications, Teachers College, Columbia University, New York City.

⁷California Test Bureau, Los Angeles.

⁸Test appears on pp. 56, 57 of How to Make Arithmetic Meaningful by Leo J. Brueckner, Jr. John C. Winston Co., Philadelphia.

⁹Wittich, W. A.: Number Readiness Test.

Reading. In reading, a recent trend related to measurement of achievement has been an analysis of the factors involved in reading comprehension. The most widely known study was conducted by Frederick B. Davis.¹⁰ According to Davis, in tests measuring reading comprehension there are two general factors and six specific factors.

The general factors are: (1) word meaning, and (2) reasoning in reading, which involves facility in weaving together several ideas and showing their relationships and ability to draw correct inferences from the writer's statements.

The specific factors analyzed are: (1) ability to determine the writer's purpose, intent or point of view; (2) ability to understand the writer's explicit statements or to get the literal meaning; (3) ability to follow the organization of a passage and to identify antecedents and references in it; (4) ability to select the main thought of a passage; (5) ability to determine from context the meaning of an unfamiliar word or to select an appropriate meaning, and (6) ability to determine the tone and mood implicit or explicit in a passage. These findings have been incorporated in the Cooperative Test Service's Cooperative Reading Comprehension Tests.

Arithmetic and Mathematics. Tests of achievement in arithmetic or mathematics have been marked by several trends. The most notable development has been the construction of test exercises for objectives other than computation skills and problem solving. These newer trends are illustrated by the Analytical Scales of Attainment,¹¹ which include measures of arithmetic vocabulary and quantitative relationships, and the New York State Progress Tests in Arithmetic,¹² which measure not only computational skills but also mathematical ideas and concepts through choosing the correct process and judging the sufficiency of data given to solve a problem.

Language Arts. Measurement in the language arts offers a range of difficult problems. Some attempts have been made to measure more accurately various aspects of language expression—writing, grammar, usage

¹⁰Davis, Frederick B.: "What Do Reading Tests Really Measure?" English Journal 33:180-187 (April) 1944.

¹¹Published by Educational Test Bureau, Minneapolis.

¹²Published by University of the State of New York, Albany.

and appreciation. Recent efforts in objective type exercises can best be illustrated by the Cooperative English Tests¹³ and the Iowa Every-Pupil Test of Language Skills.¹⁴

NEED IMAGINATIVE TECHNICIANS

While all of these developments indicate desirable signs of progress, imaginative technicians who will devise new technics to measure such qualities in language as originality, fluency of expression, and similar qualities must be found.

Content Subjects. The tests of information and concepts for the subjects of health, science and social studies are well known to most educators. In recent years, the newer developments in the measurement of achievement in these content subjects have emphasized the measurement of critical thinking and work-study skills. Since the technics of test construction are more or less common for these objectives, regardless of the specific subject, they will be discussed in subsequent sections of this article.

Fine and Industrial Arts. The measurement of achievement in fine and industrial arts has shown relatively slow advances. Tests of knowledge and of selected skills have been constructed, and these provide relatively adequate measures of limited outcomes of the subjects. The newer trends, however, have tended to emphasize the judgment or rating of performance on the job or in work samples for industrial arts. Evaluation of a product has been used in the fine arts. In the drawing and painting, for example, successively mature levels of development are defined.

WORK-STUDY SKILL TESTS

Work-study skills cut across several subject areas and for that reason are discussed briefly in terms of the common problems involved. Among the most recent tests of work-study skills is the Iowa Every-Pupil Test of Basic Study Skills.¹⁵ This test provides measures of ability to read maps, graphs, charts and tables; ability to find a topic in an appropriate reference book, and ability to use an index. Various library usage tests, likewise, have been constructed. These efforts to develop valid exercises for work-study skills need to be extended.

¹³Published by Cooperative Test Service, New York.

¹⁴Published by Houghton Mifflin Co., New York.

¹⁵Published by Houghton Mifflin Co., New York.

Elementary and secondary school teachers are using a variety of formal and informal technics to gather information about interests. At the elementary school level and frequently at the secondary school level, teachers ask the pupils to keep diaries or logs of the books or the magazines that they have read. These logs are then evaluated by the teacher.

In the more formal measurement of interests, especially vocational interests, such tests as the Kuder Preference Record¹⁶ for various vocational or occupational interests have been used; the Lee-Thorpe Occupational Interest Inventory¹⁷ likewise has been used.

In the measurement of attitudes teachers have used the series of scales developed by Remmers at Purdue University and Thurstone at University of Chicago. Another development is the more generalized scales, such as the Scale of Beliefs by the staff of the Eight-Year Study of the Progressive Education Association and the Wrightstone Scale of Civic Beliefs.¹⁸ These scales permit the teachers and supervisors to judge growth toward desirable civic attitudes and beliefs.

TESTS OF CRITICAL THINKING

One area of achievement common to many content subjects is development of critical thinking. Within the last decade, test technicians have developed some measures of various aspects of critical thinking. These tests may be illustrated by the Interpretation of Data Test,¹⁹ Application of Principles Test,¹⁹ Cooperative Test of Social Studies Abilities,¹⁹ and the Watson-Glazer Tests of Critical Thinking.²⁰

In the area of emotional and social adjustment, evaluation of complex and intangible attitudes and emotional states is more difficult to achieve. In many schools, rating scales such as the Haggerty-Olson-Wickman Behavior Rating Scale²¹ and the Winnetka Scale for Rating School Behavior²² are used. Anecdotal records on particular pupils are also frequently employed. Tests of personality are used by some teachers, but it must be

pointed out that such tests should be used with great caution and only by persons who have had adequate training for interpreting the results.

Such self-descriptive tests as the California Test of Personality²³ do give some important leads, provided the examiner has excellent rapport with the pupils being tested. Among the newer technics that have been found valuable by many of the teachers are the sociometric methods.²⁴

EVOLUTION OF ATTITUDES

One method involves asking the pupil to list the names of pupils in the class whom he likes best. From these data it is possible to make a chart or to discover the degree of social acceptance of each pupil by his classmates. If the sociogram is used, it gives a graphic picture of the social structure of relationships among pupils in the class. Thus, it is possible to discover which pupils are over-chosen or selected by many other pupils as well as those who are isolates or chosen by virtually no other member of the class.

Another variation of the sociometric method is to ask individuals which members of their class they would select for various parts in a play. This involves naming individuals who would best fit the part of "person who helps others," "the bookworm," and similar rôles. Analysis of these data will reveal the social and emotional status of the individuals.

Experience supports strongly the recommendation that not one technic but rather a combination should be used. If a combination of technics consistently reveals maladjustment of a pupil, the diagnosis is usually valid. Thus, a pupil who is consistently rated as maladjusted on a rating scale, a personality test, and a sociometric analysis is almost sure to reveal serious problems of emotional and social adaptability. The methods suggested here are more practical in the average school situation than is the administration of projective personality technics which require a highly trained clinical psychologist.

SUMMARY

New trends are evident in tests and measurements in the evaluation of mastery of subject matter. Newer types of test exercises are designed to meas-

ure fundamental understanding and interpretation rather than the acquisition of isolated facts and information. In addition, there is an increased use of informal or teacher-made test exercises for instructional purposes.

In aptitude testing, the academic aptitude, or intelligence, tests have been influenced by the factor analysis of mental ability that has been carried on by various psychologists. As a result, new tests of primary mental abilities are appearing. In the field of occupational aptitudes, new developments have been characterized by experimentation with general aptitude test batteries, such as those developed by the U.S. Employment Service and the Psychological Corporation.

In evaluating readiness for formal instruction in reading and number, new tests and measures have been devised for use in public schools. The design of item construction in achievement tests is changing. In reading tests, the analysis of factors involved in reading comprehension has been one of the most recent developments. The newer tests of arithmetic stress such objectives as vocabulary, quantitative relationships, choice of the correct process, and arithmetic judgment. These supplement the standard arithmetic test exercises for computational skills and problem solving. In language arts, new test exercises have been developed that measure more accurately various aspects of language expression and skills.

In the content subjects, newer developments include the construction of work-study skill tests and tests of critical thinking. In attitudinal objectives, progress has been made in the construction of scales or inventories that measure attitudes and interests. In the objective of personal-social adaptability, the use of rating scales, personality inventories and especially sociometric methods, in combination rather than separately, has offered some promising methods of assessing personal and social adjustment.

It may be assumed that these trends will continue and that improved tests and test exercises will be devised. The alert administrator, supervisor and teacher will wish to keep abreast of these new developments in tests and measurements. By this means, pupil growth and development can be evaluated more effectively, and guidance and curriculum programs can be planned more intelligently.

¹⁶Science Research Associates, Chicago.

¹⁷California Test Bureau, Los Angeles.

¹⁸World Book Co., Yonkers, N.Y.

¹⁹Cooperative Test Service, New York City.

²⁰World Book Co., Yonkers, N.Y.

²¹World Book Co., Yonkers, N.Y.

²²Winnetka Educational Press, Winnetka, Ill.

²³California Test Bureau, Los Angeles.

²⁴Described in How to Construct a Sociogram, Bureau of Publications, Teachers College, Columbia University.

CURRENT DECISIONS ON SCHOOL LAW



M. M. CHAMBERS

American Council on Education

1. COMPULSORY ATTENDANCE

RULING: Parents of school-age children in Virginia cannot lawfully refuse to send their children to public schools, even on grounds of sincere objection based on religious belief, and cannot instruct the children at home in lieu of public school attendance without having their qualifications as tutors approved by the division superintendent of schools, as required by statute. *Rice et al. v. Commonwealth, (Va.), 49 S. S. 2d 342 (1948).*

CASE: Three thrifty farmers in Nottoway County, owning some 2500 acres of land and having an aggregate of nine children of school age in their families, withheld the children from the public schools and instructed them at home, on the ground that their religion commanded them to instruct their own children. The home teaching apparently consisted largely of Bible reading. No evidence was given as to the qualifications of the parents for teaching. Conviction of violating the compulsory education law, and a nominal fine of \$5 in each case, was affirmed by the state's highest court.

COMMENT: Note that parents may send their children to a state approved private school in preference to a public school or instruct them at home if the tutors' qualifications are approved.

2. TAXATION OF SCHOOL SITE

RULING: When an Ohio public school district acquires a site for a school plant and immediately begins to prepare and improve it for that use, meantime using it for no other purpose, and proceeds as expeditiously as possible with the erection of a school building, the site is exempt from taxation. It is not necessary that a completed school building shall stand upon the site before it becomes exempt. *Board of Education of City School District of Cincinnati v. Board of Tax Appeals, (Ohio St.), 80 N. E. 2d 156 (1948).*

CASE: The Cincinnati Board of Education bought a 50 acre site in the

city early in 1947 for a projected central vocational high school with stadium and athletic field and immediately let a contract for grading and sewerage the tract. Architects had already been employed to plan the plant in 1946; late in 1947 their plans were accepted, and other steps were taken.

The local assessor and the board of tax appeals took the position that the land was taxable until a completed school building should stand upon it and that therefore it was taxable for 1947-48. This ruling was reversed by the Ohio supreme court by vote of 4 to 3. Public property being readied as fast as possible for public use is exempt.

COMMENT: Ohio's statutes and judicial precedents are markedly tight about tax exemptions. Therefore it is an event when an exemption case is won, even by the narrow squeak of one vote of the highest state court.

3. HIGH SCHOOL DISTRICTS

RULING: The Illinois statute of several years' standing which authorizes the establishment of community high school districts requires that such a district shall consist of reasonably compact and contiguous territory, forming in general a "natural school community" in the environs of one community center, and shall not consist of distant fragments torn from other and larger school communities. *People ex rel. Snowden et al. v. Hurst et al., (Ill.), 81 N. E. 2d 491 (1948).*

CASE: A so-called community high school district formed with the village of Lerna as its nucleus was ousted of its corporate existence and powers in an action in *quo warranto* when the following facts were shown in evidence: Lerna has only 300 people and no water system or sewerage system. Its high school has normally had about 45 students. Some of the students in the new district lived only half a mile from Mattoon, which has a population of 20,000 and 891 students in high school. Others lived within 3 miles of Charleston, which has a population

of 8500 and 631 students in high school.

There also was some question as to whether the new district actually had the required minimum of 1500 population, and it was alleged that some of the students would be cut off from access to Lerna in winter because the village is not a center of population from which good highways radiate.

COMMENT: Local ambitions can go far astray under a "community school" statute. The more practicable step is to make each county a "school community," as has been done with much success in Maryland, West Virginia, and other states.

4. LIBRARY SERVICE

RULING: Under Ohio statutes, certain types of school districts are authorized to establish and maintain public libraries, and this power is not lessened or abolished by other statutes providing for county library districts. *State ex rel. Shaker Heights Public Library v. Main, (Ohio App.), 80 N. E. 2d 261 (1948).*

CASE: In 1921 the Cuyahoga County library district was created. It did not include the school districts of Cleveland, Lakewood, East Cleveland, and Cleveland Heights, all of which had their own tax supported public libraries in operation prior to 1921, but it did include Shaker Heights.

In 1937 the Shaker Heights school district established a public library of its own. In 1945 its voters approved a bond issue of \$150,000 for a library building. In January 1948 the Shaker Heights Board of Education resolved to issue and sell \$150,000 of anticipatory notes and directed its clerk to place them on the market. He refused, on the ground that the county library district was already providing library facilities for the same constituency.

The board of education then sought and obtained a writ of mandamus to compel him to sell the notes.

COMMENT: A great deal is to be said in favor of countywide support and administration of library service. That is the ideal arrangement, administratively and fiscally. But notice that Shaker Heights does not secede from the county library district. It does not withhold its support from the county district or reject the service provided by the county district. It merely goes ahead and provides its own local facility, which presumably will be operated in cooperation with the county. If that is the outcome, all is well.

LAY ADVISORY COMMISSION *puts into effect*

the partnership between school and community

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THE use of lay advisory commissions as an interpretive device in the field of public relations has increased noticeably in recent years. Organized to give a balanced cross-section of community life, these commissions advise boards of education on questions involving school policies and programs. In this way, they express popular sentiment regarding educational matters and serve at the same time as agencies for the dissemination of information supplied by school officials. Though lacking legal authority, their recommendations frequently carry strong community support.

A review of the work carried on by these commissions in all parts of the country indicates that they are coming to occupy a significant place in the pattern of American education. In view of this development, it might be well to point out how they function, to indicate the limits of their effectiveness, and to draw certain conclusions from what is known about them today.

HAVE DOZEN PURPOSES

Advisory commissions have been established locally for a number of different reasons. Some have been conceived as a means of neutralizing the influence of pressure groups intent on using the schools for selfish ends. Some have been created in desperation by administrators whose security was threatened by parental demands for better schools. A few were organized to enlist community support for a particular project being engineered by school authorities. The majority, however, came into existence as a partnership arrangement between the school and community for working out better educational policies and programs.

More specifically, the stated purposes of lay advisory commissions in a



number of places are these: (1) to increase as much as possible the community use of school facilities; (2) to make recommendations on building conditions, student social functions, and living conditions of teachers; (3) to serve as a clearinghouse for important educational issues; (4) to interpret school conditions and needs to fellow laymen and to enlist their support for improvements; (5) to survey the community for the purpose of getting the facts on which to build a public relations program; (6) to help identify educational needs and to solve related problems; (7) to help develop a curriculum better fitted to the needs of youth; (8) to evaluate public opinion about the local school program; (9) to provide moral support for school officials who undertake courses of action which otherwise would not be possible; (10) to create community confidence in the work of the school, and (11) to harmonize differences between the school and the community.

SHOULD REPRESENT LEADERSHIP

Those aspects of organization to which most attention has been given are the qualifications of members, composition and size of the group, term of office, and frequency of meeting.

With regard to the qualifications of members, some communities have set up one or more of the following criteria: First, does the prospective member have sufficient interest to attend meetings regularly? Second, is he will-

ing to lead discussions on school issues outside of the advisory commission meetings themselves? Third, will he report the results of the commission's deliberations to the group or groups he represents? Fourth, can he make a particular type of contribution to the work of the commission? Fifth, does he believe in democracy strongly enough to practice it?

Most lay advisory commissions include one or two representatives from each important interest group in the community. The members represent religious organizations, fraternal organizations, women's clubs, parent-teacher associations, county and local governments, social welfare agencies, civic groups, business associations, labor organizations, and professional associations. In some instances, membership is extended to outstanding individuals, students, teachers, nonteaching personnel, and special parent groups. The superintendent and members of the board of education have ex officio status with no voting power.

SIZE VARIES GREATLY

The size of commissions varies considerably from one community to another. The largest has 300 members covering every interest, occupational group, and section of the city: it is broken down for study and discussion purposes into eight subgroups. In contrast, the smallest has five members. Between these extremes, commissions of twelve, sixteen, thirty-two, and fifty members may be found. In general, the number is left open to assure adequate representation of important groups and organizations in the local area.

The term of office has not been defined in the majority of cases. Members serve as long as they are interested or as long as their organizations return

them to the commission. Where the term of office has been specified, it runs from six months to five years.

The meetings of lay advisory commissions usually are held monthly throughout the school year. A few meet every two weeks on regular schedule, while others convene as often as they are needed.

STUDY PROBLEMS OF POLICY

A classified list of problems taken up by advisory commissions shows that the largest number pertains to instruction. Somewhat typical are those involving questions of kindergarten education, intercultural education, distributive education, curriculum revision, discipline, child development, report cards, student activities, and citizenship.

Closely related are problems of special services for pupils, such as medical attention, dental care, cafeteria arrangements, and recreational facilities. These are followed by questions related to school finance, especially taxation, plant extension, and salary increases and schedules. Among others, problems of teacher shortage and conditions of employment have been considered.

RECOMMENDATIONS RESULT

The problems taken up by lay advisory commissions are suggested by individual members, or they are presented by the superintendent or the president of the board of education. Those selected for study either are handled by the commission acting as a committee of the whole or are assigned to special committees appointed by the chairman. In either case, a serious attempt is made to define the problem, to gather pertinent information—usually with the help of school officials—to analyze the findings, and to reach practical conclusions. These conclusions are then submitted in the form of written recommendations to the board of education. The board decides what course of action it wishes to follow, if any, in translating the recommendations into educational policies and programs.

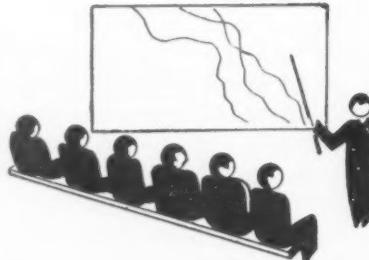
An impressive list of accomplishments has been claimed by lay advisory commissions. Among the more outstanding accomplishments cited are: (1) improved educational facilities; (2) better community health facilities; (3) improved community recreational facilities; (4) a more extensive use of the school plant; (5)

better community understanding of the instructional program; (6) increased interest and participation of citizens in school affairs; (7) improved teacher tenure and welfare; (8) better salary schedules for school employes; (9) stimulation of teachers to improve professionally; (10) closer relationships between the school and the community; (11) a greater public willingness to provide adequate school funds; (12) the introduction of new instructional programs and the revision of old ones; (13) more unity among various community groups, and (14) the lowering of pressures exerted by special interest groups.

CRITICS POINT OUT LIMITATIONS

Several arguments have been offered against lay advisory commissions, and their limitations have been pointed out by critics of the plan. These critics claim the advisory groups tend to usurp the legal rights and responsibilities of boards of education; that school boards do not need their guidance in formulating policies and developing programs—such advice can come just as well from parent-teacher associations; that school boards are placed under an obligation to accept recommendations that may be contrary to their own judgments; that school boards can choose commission members who will recommend only what they want, and that, unless undue care is exercised, commission members will project themselves into the administration of school affairs. No doubt concrete illustrations can be found to support these arguments.

Similarly, a few strong personalities who gain control of a commission may attempt to dictate school policies. This possibility calls for constant watchfulness on the part of school officials. There also is a danger that conflicts and rivalries among certain community groups may center in the commission and destroy its usefulness. In the same way, the commission may disintegrate into an organization for airing complaints against the school.



It may likewise be made up of individuals who are unwilling to think or plan in terms of long-time projects; these individuals lose interest unless they can get action at once. Among other things, these limitations mean that an effective advisory council calls for time, patience and hard work in educating members to the nature and importance of their task.

MISTAKES CAN BE AVOIDED

A few fairly obvious conclusions, which will facilitate the functioning of lay advisory commissions, may be drawn from this brief description.

1. The precise purpose or purposes underlying the advisory commission concept should be stated in terms consistent with democratic ideals of mutual cooperation between the school and community.

2. The membership should represent all vital community - interest groups.

3. The term of office should be for a definite period of time, perhaps three years.

4. The size of the commission should be limited to avoid unwieldiness; yet the commission should be large enough to include all important interest groups.

5. Only those problems that are pertinent to the educational program should be considered, and a distinction should be made between those involving immediate planning and those involving long-term planning.

6. All recommendations should be submitted in written form together with a statement of the facts and opinions upon which they are based.

7. A clean-cut line of distinction should be drawn between the functions of the commission and those of the board. The purposes and procedures of the commission should be set forth in a constitution or set of by-laws or incorporated in a formal policy statement under which the commission is created.

8. Every precaution should be taken to overcome recognized weaknesses and practical limitations associated with lay advisory commissions.

In general, it must be acknowledged that lay advisory commissions provide democratic means for developing educational policies and programs, and that policies and programs developed in this way are more likely to receive public support because their implications are better understood by the community.

New meanings and new tests for

CITIZENSHIP TRAINING

FROM its inception the public school in the United States has been generally regarded as the best guarantee for the preservation of democracy. The primary task of the public school always has been training for citizenship, as citizenship has been conceived by those responsible for affairs in church, school and state.

When society was simple, as in the Colonial and pioneer periods, the task of the school also was comparatively simple. The bare rudiments of literacy and knowledge of the capital laws were about all that were required by a God-fearing citizen. Accordingly, the school stressed the three R's and exacted a discipline similar to that required in home and church.

Few civic demands were made on the pioneer citizen except that he be obedient to the laws of church and state and that he choose his representatives for town selectman and for the general Colonial court. Voting was a simple matter, exercised largely in town meeting with a show of hands or by voice vote—yea or nay. The task of the school in training youth for the responsibilities of citizenship was exceedingly elementary as compared with the task of the school today.

NEED FOR WELL TRAINED MIND

In the course of the last century our society has changed from one that was almost exclusively rural and agrarian to one that is predominantly urban and suburban. The civic problems that engage the attention of the citizen today are highly complicated and not infrequently abstract. The civic demands made on the intelligence of the citizen are therefore great. To meet these demands effectively, a well trained mind is required—one which can identify basic issues, analyze the related information, differentiate between true and spurious reasons, interpret data, and reach rational generalizations.

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The young citizen must be prepared today to listen attentively, to observe carefully, to think critically, and to express himself orally and in writing clearly and effectively. Without these abilities and powers, the citizen is virtually helpless in evaluating the *panzer* attacks made on his intelligence by the radio, television, news commentators, commercial advertisers, and the daily press.

MAJOR TASK OF SCHOOL

The training of youths for participation in the civic activities and enterprises of modern society has become a major task of the public school. The imparting of information to youths, however efficiently it may be done, is not sufficient preparation for their duties and responsibilities as citizens, even when supported with superior preparation in the learning skills of reading, thinking, expression and computation.

Fruitful knowledge becomes a tremendous asset to any citizen, but without the ability to use knowledge skillfully in civic situations and the possession of a keen appreciation of democratic processes the individual would prove an ineffective citizen indeed in modern democratic society.

Fully to appreciate the complexity of the demands made on the citizen of today and those that will confront the citizen of tomorrow, one needs only to look back to our pioneer period. There were then no national, state or local histories to serve as lamps of experience to throw light on the problems of the citizen. Some knowledge of the ancient and medieval worlds was available, but the lessons were far removed from the problems that confronted the pioneer school child. Civics as a school study did not gain

entrance to the school curriculum until after the War of 1812, and it did not make much headway as a subject of study in the schools until well after the Civil War.

Today our school children have a rich heritage of United States history that is tied up closely with the history of the modern world. This is a highly important asset in the training of youths for better citizenship. Indeed, it is the lessons of our history that our future citizens need to know, feel and cherish if we are to expect any improvement in them over their predecessors.

But it is not the fragments of information and the stray facts of history that possess educational value. These may be so taught that the mind of the pupil becomes a mere wilderness of isolated facts without any real appreciation of their meaning or any concept of their value as lessons needed in meeting the civic obligations of the present and the problems of the future.

Besides all the things about the past that a good citizen needs to know, understand and appreciate, there also is a vast body of knowledge about contemporary society and the community which the individual needs to experience. This we call community civics, problems in contemporary life, and home and family living. The assumption is that good citizenship in state, nation and world begins in home, school and community.

IRON CURTAIN IN CLASSROOM

The good citizen must learn to keep an open mind and to suspend judgment in dealing with debatable questions until he acquires an adequate basis of opinion. He must acquire the ability to deal with controversial issues dispassionately and without wanting

to resort to force against those with whom he disagrees. The preparation of the young for better citizenship requires that the school cultivate tolerance toward the various American intercultural and interracial groups whose background of experience and customs may cause them to view controversial matters in a different light from that of many of their fellow students.

PUPILS MUST PARTICIPATE

The community that draws the iron curtain in its schools on the consideration of controversial questions by that very act handicaps its future citizens for living in democratic society. It employs the methodology of the dictator under the guise of preparation for democratic living. Any community that resorts to pressure to prohibit freedom of thought and freedom of discussion of public questions by teachers and pupils renders a disservice to the preparation of youth for citizenship.

If the youths in the present-day school are to emerge as better citizens than their predecessors in the school

of yesterday, they must be permitted to acquire a rich experience in democratic living at their different age levels and to develop habits of bearing civic responsibilities.

This means that our modern school must provide an educational environment in which the pupil acquires learning experiences in democratic processes. The realization of this function requires the organization of the school and the classrooms for democratic participation in school management and administration. The operation of democratic ideals in teaching and administration is essential to the proper understanding and appreciation of the modern concept of democracy.

In the political sense, the term democracy is used to characterize that form of government in which the supreme power is retained by the people and is exercised either directly or indirectly through a system of representative or delegated authority, periodically renewed, as in a constitutional representative government or a republic. But in the social sense, democracy is conceived as a plan of living in which

a conscious effort is made so to organize life that all persons may share, to the extent of their abilities, in the achievement of common purposes.

If democracy in the social sense is fully to be realized, its ideals must be translated into meaningful experiences for the young through the work of the public schools. This result cannot be achieved in a school system that provides only verbal instruction about democracy in its classrooms and in its administrative management.

In such a school system an anomalous situation is created. The institution that was established by all our states to prepare the young for intelligent participation in democratic government habituates the pupils to the methods of dictatorial and authoritarian control—even while it gives them instruction about the merits of democracy.

TEST OF GOOD TEACHING

The most important measure of the effectiveness of the teaching and the administration in any school is the quality of the citizenry which it produces. Do the pupils emerge with civic intelligence, with established habits of meeting civic responsibilities and with a genuine appreciation of freedom and the processes of democratic action? If the answer to this question is "Yes," the school is attaining the purpose for which it was established.

The chief function of the American school is to provide a plan of living that will result in the gradual maturing of every child as a member of the democratic social order and in his acceptance of democratic ideals. In the realization of this function, a knowledge of the contributions of democratic society and an understanding of the methods by which they have been achieved are fundamental. Provision also must be made for the fullest participation of the youth in the social activities and processes of school and community life. This is the democratic method of facilitating harmonious development and growth.

One experience by an individual increases both his desire and his ability to engage in other undertakings. Thus, the pupil personnel of a school acquires experience in bearing social responsibility—the only method known to be successful in the preparation of young people for good citizenship and for the fullest and wisest use of the freedom afforded by the American way of life.

School Girl "Angels" Warn Pedestrians



Acme

WHITE-ROBED "angels" complete with wings gave pedestrians a start at Ravenna, Ohio, recently. Participants in a traffic safety campaign, they advised their fellow citizens to cross the street on the green light, and handed out pamphlets about fatal accidents.

Chalk Dust

SCHOOLMEN'S ALMANAC

*Comes March, heigh ho! the rough winds blow
As Nature plays her wildest tune,
But if you've held your job till now
You're prob'ly safe till June.*

« »

RATTLESNAKE SAM

BECAUSE of the increase in the cost of bread, butter and books, a growing number of school folk are having to find new ways to eke out their slender salaries. For such, we point with pride to Principal Sam Hill of West Denver. In his spare time Sam hunts rattlesnakes. In a recent interview for the *New York Times*, Sam not only admitted that during his last thirty-six years as a school administrator he had caught some 20,000 rattlesnakes, on the side as it were, but also averred that he found such a pastime most relaxing.

And why not? After a tough day of dealing with various pressure groups, maddened mammas, slick salesmen, playground catastrophes, bus breakdowns, and rebellious boilers, it ought to be a distinct relief to go out and cuff around a few rattlesnakes. After a teacher-hiring session with the board of education, pinning back the ears of a rattlesnake should be mere child's play. Compensatory projection or some such thing is what our psychological brethren call it.

Principal Sam says he began hunting the rattling reptiles back in 1912 when he was a young teacher in Wyoming. What excellent training for teaching!

For example, when Mrs. Balter, little Walter Balter's mother, moves into the community, it would be fairly easy for the superintendent to remain calm if he had previous experience in wooing recalcitrant rattlers. "Just slip the wire noose over the head," advises Sam, "and if it is held directly behind the jaw, the situation can be handled in perfect safety. The resultant venom can be used in making a drug to reduce shock."

« »

SUPERINTENDENT'S PROGRESS

NOW there is gloom and rejoicing throughout the whole community, for March is the month when the quarterly report cards are issued and when the smart little lambkins are classified and separated from the dumb little goats by devious alphabetical and numerical abracadabra.

The first great duty of a school administrator, after he has ordered impressive new letterheads and a shiny name plate for the office door, should be to streamline

his methods of reporting to parents, or, in simpler language, to doodle up a revised report card. This is an excellent way to modernize the mess left by his predecessor and at the same time convince parents that progress is back in the saddle.

So the superintendent gathers his materials for revision from the musty theses moldering in graduate school libraries, from the convincing articles in educational journals, and from the latest bulletins from the National Association for Report Card Changes.

But where, oh where, is his guardian angel? Where is his Voice of Experience? Where is his vaunted acumen? Blithely unaware that he is treading on tradition, he plunges into the business of giving a new look to his report cards and a hotfoot to parents.

Is there no one to warn him that if he wants to live dangerously he might better amuse himself by writing a curriculum for the social studies or even fire the niece of the board president? If he wishes for a football game wherein he is the ball, let him murder a few teachers or kick the janitor in the shins. If he really wants to start something, he might try removing that old picture on the wall, the one given to the school by Grandma Fuzzywig when she cleaned her attic. These are legitimate avenues of danger, whereas modernizing the report card is the most awful form of suicide known to the profession.

History tells us that when the first superintendent, Doctor Ab, took over the job at Cavetown, he grabbed his ax and cut some hieroglyphics on the stones which lay outside the schoolroom. Each pupil was instructed to carry home a stone, but there is no record as to how many dornicks were dropped in the river en route. While the carvings represented a rough measurement of good or evil deportment on the part of each pupil, they did not signify how socially he could gnaw a bone or how tunefully he could howl.

Thus the report card was formed, precedent was established, the thing was done. Let succeeding superintendents change the pattern at their own peril.



— trevor jones —

The School Cafeteria

Good maintenance of EQUIPMENT pays off

THERE is a close correlation between mechanical care and sanitation. Perhaps the two terms can be explained this way: Maintenance, as we generally think of it, refers to those acts that protect and provide for the continuous and efficient usefulness of equipment; sanitation is primarily concerned with keeping the equipment in a condition satisfactory for the protection of health. In other words, what is good for the equipment is termed maintenance, and what is good for health is termed sanitation.

Present-day methods of keeping kitchen equipment in condition include maintaining standards set forth by sanitation codes as well as ensuring

FRANCIS C. SHIEL

Business Manager of Residence Halls
University of Michigan
Ann Arbor

equipment's usefulness and longevity.

In large setups a good mechanic who thoroughly understands the function and mechanical operation of kitchen equipment and who is capable of supervising others in its upkeep and repair is frequently employed. In addition, he should be acquainted with certain principles of sanitation.

Some institutions may have an operation so small that it is not economical to employ a man to perform this service. If the institution has a main-

tenance department, someone should be designated to study the equipment so that he can be relied upon when there is trouble. Small kitchens do not have the complicated equipment found in the larger operations, so the training of a man to take care of kitchen equipment is not difficult. If outside mechanics or a succession of tradesmen works on the equipment, a report should be made so that the men who are called in can be informed of the work done by previous mechanics.

Many problems of mechanical and hygienic care of equipment have their beginning in the design and layout of the kitchen. From a practical standpoint, it is not enough to have the services of a good kitchen consultant or a manufacturer's representative to make a layout of the kitchen and allow his judgment to be final. Theoretically, he may be right, but those who have to service and work with the equipment every day can make suggestions of practical value.

Too often equipment is placed without thought of its use or the difficulties to be encountered in its maintenance. Experience shows that maintenance departments will make changes from time to time to allow the equipment to be more easily serviced.

A mechanic, representing management, should also be on hand when the equipment is finally placed because, however carefully the equipment is designed, the kitchen contractors and tradesmen have their own ideas about its manufacture and installation. Roughing-in plans made by the kitchen contractor will be followed by the plumber, steamfitter and electrician, but the kitchen contractor, seemingly at his own discretion, will take liberties with the plan and construction of the equipment.

Unless installation is watched care-



Employees can play an important part in kitchen sanitation and maintenance.



Discernment

Winning kudos from connoisseurs is an established habit of Sherman Blend tea. Its exquisite bouquet—iced or hot—is discerned at first sip by the discriminating patron. Such instant and enduring popularity makes it the most economical tea you can serve. At a fraction of a cent more per cup you win lasting guest satisfaction.



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Quality Foods

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GREAT NEWS FOR KITCHEN MANAGERS!
The original Federal Steakmaker — pioneer and leader in the meat-tenderizing field — is to be sold and serviced through your convenient local Hobart representation — guaranteed by the biggest name in food machines.

In kitchens of all kinds and sizes, the Steakmaker has proved itself a

necessity in actually making tasty, lower-cost, tenderknit minute steaks and steak combinations from beef, veal, lamb, and pork. The Steakmaker design, like that of Hobart, has stressed superb quality, outstanding performance, sanitation and ease of cleaning. The combination of Hobart and Steakmaker is a natural!

What Hobart's hall of fame doesn't show is the simplified planning, purchasing and service always available, through Hobart representation, for the greatest line of food machines. It's a one-call convenience for your *entire food and kitchen machine installations!* See the Hobart-Federal Steakmaker and other Hobart products . . . local Hobart representation is always right in your picture.



Hobart Food Machines

THE HOBART MANUFACTURING CO., TROY, OHIO • Factories in Troy, Dayton,
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Steakmaker tenderizers are now manufactured by Hobart-Federal Engineering Corporation, a Hobart subsidiary.

fully, the mechanical tradesmen will take the easiest way out under these conditions, and many times valves, pipes, electrical controls, and outlets are placed in such awkward locations that the maintenance department will eventually have to relocate them to make them accessible.

The maintenance of kitchen equipment quickly resolves itself into two phases:

1. Daily—that provided for by the kitchen staff and supplemented by a mechanic as necessary.

2. Periodic—that attended to by a mechanic or maintenance employee in accordance with a predetermined schedule during the year and the program to be carried out during a shutdown period.

AN EXPENSIVE PROPOSITION

Either of these will prove to be an expensive proposition if slipshod procedures are allowed to prevail for any length of time. These will be a few of the results: Kitchen and dietetic standards will be lowered; employee morale will be affected, and sanitation authorities will, for the protection of the public, virtually close the doors until conditions are remedied. It is possible that whole pieces of equipment may deteriorate to a point at which replacement is necessary, or the expense of renovation may be almost prohibitive. It is hard to understand how management can allow such conditions to exist, but nevertheless it sometimes happens.

Many pieces of kitchen equipment require mechanical inspection daily. In most cases, the employee operator will be the first to detect any mechanical failure or fault. These defects will appear from time to time in spite of the efforts of maintenance departments. Broken belts on refrigerator machinery, failure of the compressors, overheated motors, oil leakage in mixers, failure to maintain proper steam pressures and hot water temperatures, leaking pumps, burned-out electric elements and leaky faucets are a few of the many everyday problems that beset the management of a kitchen. Employees should be instructed to turn in any bolts, nuts or machine screws found in the kitchen area.

Schedules covering routine periodic inspection throughout the year should be arranged in conformity with the manufacturer's recommendation for the care of machines. A chart or record should be kept of the inspection of all

machinery. This should include dates of inspection and all the pertinent information concerning the lubrication of the machine. The inspection also should include an examination of the moving parts of the machine to determine whether there has been excessive wear. Future trouble can sometimes be anticipated, and the necessary parts obtained in advance.

A record should be kept of the frequency with which the various pieces of equipment need repairs. Invariably it will be found that it is not the fault of the machine when frequent repairs are needed but that the machine has been abused by the operator either because of carelessness or because of improper instruction about its operation. Some pieces of equipment, such as ranges, unless cared for daily will deteriorate rapidly and will require extensive repairs.

To the inexperienced, all this may appear to be time-consuming, but it is a routine that is quickly accomplished unless some definite trouble is suspected.

It is most important that a complete file of parts catalogs be kept for all models and makes of this type of equipment. When repairs are needed, much time can be saved if repair parts are ordered by part number. The model and serial number of the machine must be given if prompt service is desired from the manufacturers.

SUMMER PROGRAM

During the summer months most of our kitchens are shut down for a short interval. At this time the maintenance program in its broader sense is undertaken. The following outline shows other major steps to be carried out at this time by the mechanic, maintenance employees and dietitian:

1. *Insect and Vermin Control.* All materials, small utensils, and dishes are taken from kitchen cabinets, shelving and cupboards and are stored elsewhere to allow a complete application of insecticides. Cracks that may have developed are filled and any other likely nesting-places that can be located are repaired and made inaccessible to insects and vermin. For best results, the insecticides are applied early in this period and then are left until the final cleaning, when the kitchen is reopened.

2. *Wall Washing, Painting and Repairs.*

Wall Washing. The walls and ceilings, unless acoustically treated, of all

rooms connected with the kitchen are washed. It is recommended that the work start with the refrigerators, to allow ample time for drying before painting. The drying out can be hastened by the use of fans.

Painting. No painting should be undertaken in cooking areas, refrigerators or places in which there is an accumulation of grease and dirt until the walls are washed. Hoods, machines, ranges, ovens, table legs, and any other equipment originally having painted or enameled surfaces should be included in the painting program after they have been thoroughly cleaned and washed. The best quality of enamel should be used so that it will withstand the numerous washings of daily maintenance.

Floors. Areas damaged by hot greases and food acids should be repainted or replaced. Broken tile should be replaced and floors requiring paint should be painted after scrubbing.

3. *Hoods.* The plenum chamber, stack (if accessible), and fan are scrubbed to remove all accumulated grease and dirt. Hood filters are washed or replaced if necessary. It is recommended that the removal of grease and dirt from hood exhaust systems be contracted for with industrial firms specializing in this type of work.

4. *Gas Fired and Electric Cooking Equipment.*

Gas Fired Ranges, Deep-Fat Fryers, Ovens. If room permits, this equipment should be installed with a space of approximately 18 inches between the back wall and the ranges to allow for frequent cleaning. If not, the ranges should be disconnected and moved away from the back wall so that grease that has accumulated through condensation and spilling can be removed. Burners and racks of the ranges and ovens are cleaned, and surfaces to be painted are made ready. Broken and warped tops and ceramics are replaced when necessary. Unpainted surfaces are oiled after cleaning to prevent rusting.

Electric Cooking Equipment. The program is similar to that for gas-fired equipment. Electrical work to be done is covered under the heading of "electrical work."

5. *Steam Cooking Equipment.* Painted surfaces are made ready for painting. Door gaskets on steamers are usually replaced and seated-in yearly. Other recommendations are covered under the heading of "steam work."

6. *Kitchen Machines.* In general, most kitchen machines have gear boxes

that are flushed out periodically and refilled with new oil. The machines are checked for excessive wear, and necessary repair parts are installed. The abrasive disk of the vegetable peeler is sent to the manufacturer for resurfacing. The pumps of the dishwasher are torn down, cleaned and repacked, and the lime deposits in the interior of the machine are removed.

7. *Plumbing.* All waste lines and traps, including floor drains, are flushed out with boiling water and sweetened with soda. Hot and cold water valves are reseated and new washers installed. Supply lines are examined for small leaks as evidenced by rust accumulations around fittings and are repaired. Automatic mixing valves and tempera-

ture gauges are checked for dependability.

8. *Steam Work.* All traps between the steam main and the traps on individual pieces of equipment are taken apart, repaired or replaced. Valves are reseated or replaced and leaks are repaired. Steam gauges are checked to determine their dependability and accuracy. In some instances it may be necessary to have them recalibrated.

9. *Electrical Work.* All electric switches and controls are checked. Motor settings are checked for alignment and tension. Brushes are replaced or adjusted as necessary, and the motors are oiled. All thermostats are checked so we can be sure they are in good working order.

10. *Refrigeration Machinery.* Because this is a specialized trade, the maintenance of refrigeration equipment is ordinarily contracted for.

11. *Miscellaneous Work.* There are numerous other maintenance jobs connected with the kitchen, such as inspecting all trucks for caster and bumper repairs, replacing gasket material on refrigerator doors, and checking over flatware and china.

Proper maintenance of the kitchen and its equipment will prolong the useful and efficient life of the equipment, help control utility and labor costs, reduce the danger of industrial accidents, safeguard the health of patrons, and, finally, provide us with a kitchen of which we can be proud.

PASSOVER

gives school cafeteria

chance to honor Jewish children

SPURGEON CROSS

Business Manager, Cafeteria Department
Public Schools of Atlantic City, N.J.

THE Christian Easter holiday and the Hebrew Passover observation usually coincide and are celebrated during the school Easter vacation. In 1948, because of inequalities in the calendar system, school was in session during the Passover.

The Atlantic City cafeteria department, as a part of the public school system, participates in the belief that a true democracy can be achieved only if every unit in that democracy works toward a common goal. We celebrate Christmas by decorating the cafeterias and by serving holiday foods. Thus the Passover afforded an opportunity of performing a like service for the Jewish children.

After cafeteria personnel had consulted a Jewish member of the board of education, a Kosher table was planned. From it the children wishing to observe the orthodox rites could purchase a complete Type A Kosher lunch and other miscellaneous items. The response to this effort was most gratifying, and the small amount of

extra labor entailed was more than compensated for by the appreciation of the Jewish children.

Complete observance of the program could not have been achieved without cooperation of the local dairies. Kosher milk, sour cream, cottage cheese, and butter were available for purchase by the cafeterias. Because the use of special china, which is necessary for complete compliance with orthodox observance, was impractical, paper plates and forks were used.

A sample Kosher Type A lunch consisted of the following: sliced tomato and lettuce with cottage cheese, a hard boiled egg served in the shell, a serving of fruit, such as a whole banana or an orange, fresh fruit cup, or fresh strawberries, a matzoth (as unleavened bread is necessary), a pat of sweet butter, and a half pint bottle of milk.

The Kosher table was in use five days, with a different Type A lunch being served each day. All foods were

placed on a table covered with a paper tablecloth, served from paper dishes and always kept separate from other foods served at the same time.

In the kitchen all foods for the Kosher table were prepared in complete observance of Passover rules. Tomatoes were sliced with a newly purchased knife and placed on paper dishes. Lettuce was washed and placed on a tray covered with a new paper tablecloth. Sour cream and cottage cheese were spooned, with a new silver spoon, from the original containers and placed in paper soufflé cups. Macaroons, sponge cake, and other holiday provisions were purchased from a Kosher bakery and served on paper plates.

The cafeterias were fortunate in obtaining the services of prominent Jewish women, who visited the cafeterias to give their advice to the manager.

After the program was completed, the children, of their own accord, expressed their thanks to the manager for the service rendered.

Audio-Visual Aids

Audio-visual consultation bureau helps commercial sponsors

produce CLASSROOM FILMS

THE average sponsor today is not interested in high pressuring material into the schools. Admittedly, he wants his investment in good will to pay the highest possible dividends, but he sees it will do that only when it makes a worthwhile contribution to the classroom program. Helping him achieve maximum effectiveness in materials is the aim of the Audio-Visual Materials Consultation Bureau of Wayne University.

The bureau was established in February 1948 to offer producers and sponsors the educational assistance they often said was lacking. The bureau does not offer any type of "seal of acceptance." It will, however, assume full responsibility for the production of materials if called upon to do so and in such instances acknowledges its contribution. At other times, its services may be limited to suggesting grade level placement for a planned film. Whether the bureau's contribution is specific or general, its ultimate goal is the same in either case—materials having substantial classroom value.

The bureau's guiding principles can be stated simply. First, producers and sponsors of materials for school use should have convenient access to educational counsel. Second, materials produced with the help of educators will be more suitable for classroom use and therefore will be of greater value to schools and a greater contribution by the sponsors. Third, good commercially sponsored materials are needed and welcomed by the schools.

In the past, sponsors often made no attempt to work closely with educators in making school materials. Those sponsors who did ask for the cooperation of educators many times found the latter only mildly interested in helping or impractical in their suggestions.

ARTHUR C. STENIUS

Directing Audio-Visual Materials Consultation Bureau, Wayne University, Detroit

tions. Too often school people have been satisfied to wait until a production is finished and then criticize its shortcomings. The consultation bureau should eliminate such situations.

To get a school audience, a sponsor must give primary thought to making a contribution to the classroom. Many school needs can be filled best by commercially sponsored materials, but the productions must be suitable for use by teachers. Materials that help the instructor most will bring the largest return to the sponsor, because they will create the good will he desires. To make sponsored materials of maximum value to the schools, and indirectly to the sponsor, is a second principle of Wayne's consultation bureau. The school has long since given up

its rôle of the ivory tower. The vital teacher is the one who makes use of the daily experiences of children and the resources of the community. Sponsored materials are a type of community resource. If they meet a school need, they are instructional aids as much as textbooks or maps are. To stimulate production of such teaching materials, the bureau helps to make known classroom needs and assists sponsors in filling them.

The bureau's services so far have been varied—among them the writing of teachers' manuals, conducting a national survey to determine the need for a specific film, script evaluations, critical analysis of a set of wall panels, and full responsibility for the production of several filmstrips. It is our belief that in all instances where the bureau has been used by sponsors the materials that have reached or eventually will reach the schools will be more useful. In several instances the bureau has

Dr. Stenius, right,
and Paul Barbour,
the script writer,
discuss one of the
chief problems in
visual education
—choosing good
pictures for a film.



isolated curriculum areas in which there is pressing need for films. These needs and suggestions for suitable materials to fill them have been presented to potential sponsors. In the majority of cases concerns approached have been interested in producing materials along the lines suggested. There is almost unlimited help to be received from business and industry, and, contrary to the often expressed opinion, sponsors generally are not concerned with attempting to sell a product to the students.

Some of the companies using our services are local Detroit concerns. Others are corporations with headquarters in other cities. The American Telephone and Telegraph Company is one of the latter. Services given this company are indicative of the great interest many sponsors have in serving the nation's schools as adequately as possible. For this reason, it is pertinent to discuss some of the activities we carried on for this company.

In the past, films made by the associated companies of the Bell system have been produced for employees of the system and other adult audiences. Although the individual telephone companies always have been glad to provide schools with such films upon request, they never have hesitated to admit that school use was not a factor in the planning of the production.

FILM ON TELEPHONE USAGE

Nevertheless, school children throughout the country have for a long time been a significant part of the audience to which certain films have been shown. Furthermore, the associated companies have received constant requests from the schools for films about the telephone. This demand brought up the question of whether the Bell system might not be of real service in producing a film to help instructors teach the fundamentals of telephone usage at the time children normally start to use the telephone.

The American Telephone and Telegraph Company wanted an objective answer to this question. If the answer was "yes," there was other information that would be needed as well. What phase of telephone communication was of most interest to the schools? For what grade level should a film be prepared? What materials should accompany such a film? It was determined that no actual steps in production would be taken until answers were received to these questions and others.

The bureau was asked to get the answers for the company.

A comprehensive investigation was made to get the information. A survey of courses of study of state and city systems and of individual schools determined curriculum areas in which telephone communication was a unit of work.

Approximately 2000 elementary school principals were contacted to determine whether the schools wanted a film dealing with the telephone, and whether the principals thought such a film should be produced and distributed by the Bell system companies. The principals also were asked to suggest content of the film and to give their opinions about grade placement and materials that should accompany a film of the type they had in mind.

Audio-visual directors in numerous school systems, subject matter specialists, and university instructors were asked for their opinions on the same questions as well as on a few other points pertaining more directly to their respective fields of specialization.

GOOD RESPONSE

Slightly more than 53 per cent of those contacted completed and returned the questionnaires, a much higher percentage of response than is usual for such a sampling. Such interest in sending back information indicates the educators' high opinion of the bureau and the willingness of school people to help in the development of better sponsored materials.

On the basis of the bureau's report, the telephone company decided to produce for school use a special motion picture and certain supplementary materials to accompany it. The bureau has assisted in the development of the script and is working closely with the project as it moves toward completion. When the production is finally released to the schools, a maximum effort will have been made to produce a film and supplementary aids as appropriate and valuable for classroom use as is possible.

On other projects the bureau has been completely responsible for the materials produced. Selection of subject matter, development of scripts, and production of the films have been the responsibility of the bureau staff. An example of this type of project is the monthly series of filmstrips produced for the *Detroit Times*. The first of these filmstrips dealing with contemporary affairs was released in June

1948. More than 300 prints of each issue are distributed without charge to secondary schools in the Detroit area. Arrangements have now been completed for other papers in various parts of the country to distribute prints to schools in cities they serve.

The *Detroit Times* has given the bureau full control of production and distribution of these materials. An advisory committee representing five school systems in metropolitan Detroit meets with bureau staff members. At these meetings the latest release is criticized, the script for the next issue is discussed, and topics to be treated in future filmstrips are suggested.

PREPARATION OF FILMS

Scripts are written by professional writers. Pictures are selected from files of the newspaper and its picture services or are shot by its photographers under bureau direction. Titles, negative and prints are commercially made. The printing of the teacher's guide also is a commercial job. Throughout, the bureau acts as producer, calling upon such commercial services as are necessary to develop a thoroughly professional production. Complete cost of the project is borne by the newspaper.

The policy of supplementing bureau staff and facilities when necessary is applied to educational matters as well as those of production. The bureau does not profess to have all the answers. It does feel capable, however, of obtaining necessary educational information requested by a commercial or institutional client.

The bureau has a close working relationship with all faculty members of the Wayne University College of Education. Educational psychologists analyze scripts from their point of view. When called upon, subject matter specialists add their evaluations. Teachers in audio-visual education who are taking in-service courses give their reactions.

Finally, schools in the Detroit area working cooperatively with Wayne University as laboratory schools provide real classroom situations where materials can receive the acid test—the reaction of the ultimate consumer, the pupil.

The Audio-Visual Materials Consultation Bureau does not limit itself to the facilities of Wayne University and school systems in and around Detroit. Specialists in other parts of the country, especially those in the field of audio-visual education, have been asked

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For maximum readability and minimum eyestrain.

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Homer V. Anderson, Superintendent
Newtonville 60, Mass.

December 16, 1948

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Now the classroom has a brighter appearance, there is more usable light and the board is smooth. Once again I can "chalk and talk".

Very truly yours,
Daniel M. Willard
Daniel M. Willard,
Teacher, Newton High School.

ENDUR 2-24

- Scientifically approved color.
- Writing and erasing ease.
- Makes old boards new.
- No glare.

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on numerous occasions to evaluate tentatively scheduled materials as well as to express opinions on planned programs.

The control exercised by the bureau differs with individual projects. In some instances, complete responsibility is lodged with the bureau. In other cases, it is asked only for advice on specific problems.

In all instances in which complete responsibility of production is in the hands of the bureau, a credit title stating this fact is permitted. If the bureau has merely been called upon

for advice, any acknowledgment of its assistance must be cleared with the bureau.

The reason for this last demand is more or less obvious. Some organization could ask the bureau for criticisms of a specific script. The comments given might well indicate that the script was entirely inappropriate for a classroom film. The sponsor, however, is in a position to disregard completely such an evaluation. A credit title to the effect that the bureau collaborated in the development of the script would be misleading in that it

would imply bureau acceptance of the material as produced.

The question of whether schools should use sponsored materials is one that has long been argued and seemingly will never be settled—at least there will always be a few educators who will argue that commercially sponsored materials have no place in the classroom.

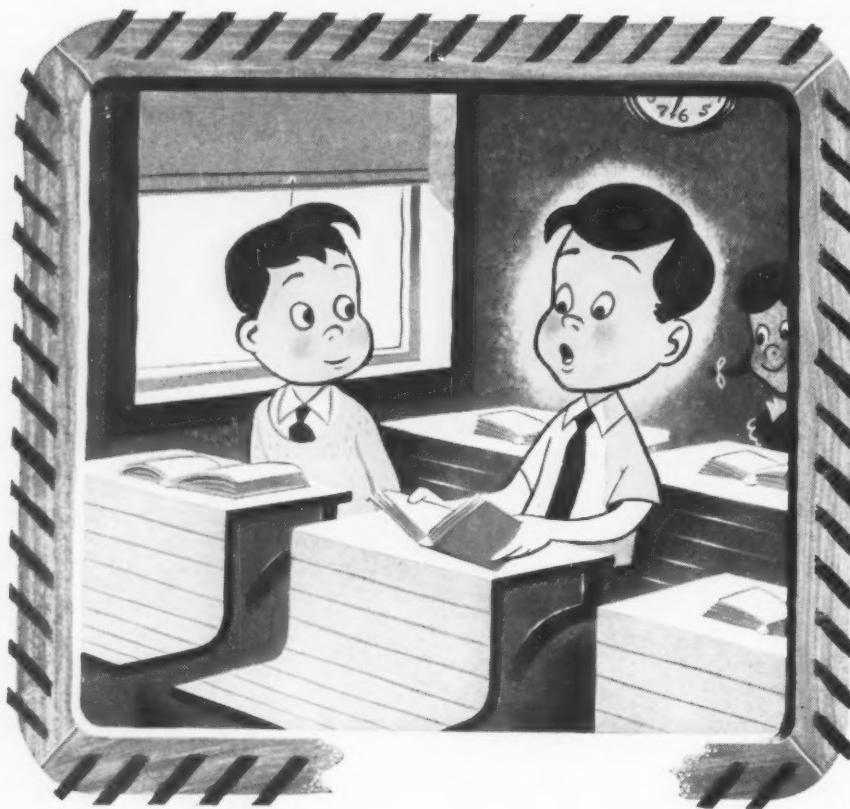
By and large, however, schools have accepted the fact that sponsored materials cannot be condemned or accepted en masse. Materials that are inappropriate for classroom use or fail to make a contribution to pupil learning should not be used. Good sponsored materials that make a contribution to the growth of students should and are being used by teachers. Most educators feel that the decision about whether an item should be used must rest with the school system, individual school administrator, or teacher.

FAVOR SPONSORED FILMS

Relative to this problem it is interesting to note the reaction by educators to the question of whether they believed it was appropriate for the American Telephone and Telegraph Company to make and distribute film for school use. More than 99 per cent of all replies received from more than two thousand school principals contacted indicated both that they thought such a film should be made by the Bell system companies and that they, the principals, would want to have such a film used in their schools. It is doubtful if the same unanimity could be reached on many basic principles of education.

As a university department, this bureau offers its services to any organization which can be served adequately. We would be as ready to help in developing a script for a film sponsored by a farm bureau as one produced by an automobile concern.

If the first year's program may serve as a standard of judgment, sponsors are eager for such help as that offered by the bureau. Through the cooperative approach thus provided, the classroom teacher will receive more and better instructional materials for her use. And this is as it should be. It seems shortsighted for sponsors and the schools to avoid meeting each other in the wonderful forum that audio-visual aids provide. To facilitate the getting together of these parties is the primary aim of the Audio-Visual Materials Consultation Bureau.



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In buying a projector...especially for day-in, day-out use . . . make sure you choose a projector that is performance-tested. Make sure it's a Bell & Howell!



HERE'S THE EVIDENCE AFTER 100 HOURS . . .

PROJECTOR	MACHINE REPAIRED	FILM BROKE	FILM REPLACED	PICTURE STEADINESS	FILM* PROTECTION
BELL & HOWELL PROJECTOR "A"	No	No	Once (at 80 hrs.)	Steady	Excellent
PROJECTOR "B"	Twice (Major)	9 times	4 times	Very Unsteady	Fair**
PROJECTOR "C"	Once (Minor)	16 times	6 times	Steady	Poor
PROJECTOR "D"	Once (Minor)	2 times	Once (at 64 hrs.)	Slightly Unsteady	Fairly Good**
PROJECTOR "E"	Twice (Major)	15 times	7 times	Very Unsteady	Poor**
PROJECTOR "F"	Twice (Major)	6 times	3 times	Unsteady	Fairly Good**
	Four Times (Major)	27 times	13 times	Very Unsteady	Poor

* Ratings indicate condition of film relative to scratches and wear.

** Indicates machine also deposits oil on film.

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Lightweight, portable. Provides 80-minute show . . . stops for individual still pictures. Reverses instantly. Brilliant 1000-watt lamp. Double the sound output of other lightweight sound projectors. Approved by Underwriters' Laboratories. With 8", separate speaker, only \$495.

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Outstanding picture brilliance from 1000-watt lamp. Natural sound from built-in 6" speaker. Fast rewind, instant reverse. Stops for stills. Approved by Underwriters' Laboratories. An amazing value . . . \$449.

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Four phases of an adequate school

FIRE PROTECTION program

AN ADEQUATE fire protection program in a school should include four phases: the selection of safe, effective equipment; the maintenance of this equipment; the inspection of buildings for hazardous conditions, and the training and education of all personnel to recognize fire hazards and to use fire extinguishing equipment efficiently. In my opinion, these activities have equal importance.

SELECTION OF EQUIPMENT

In selecting equipment the best policy is to pick equipment that has the approval and label of one of the professional testing agencies. The best known are probably the Underwriters' Laboratories and the Factory Mutual Laboratories. The former tests especially for stock fire insurance companies. Equipment with UL approval bears its label showing for what purpose and to what degree the equipment is considered safe and effective.

The Factory Mutual Laboratories stamps the initials FM, usually enclosed in a diamond-shaped outline, on the manufacturer's label to indicate approval. The conditions under which it has found the equipment effective and safe are described in pamphlets and bulletins, which are supplied free to companies insured with one of the members of the Laboratories' association.

The Underwriters' Laboratories' labels on fire extinguishers indicate by the letter A, B or C the type or types of fires on which each extinguisher is effective and by Arabic numerals the number needed to make a fire fighting unit. Fires that can be effectively extinguished by cooling are Class A; those in which a blanketing

H. H. BENSON

Director of Personnel
Cornell University

and smothering effect is essential are Class B, and fires in electrical equipment where a "non-conducting" extinguishing agent should be used are Class C.

The best cooling agent for fire extinguishing is water. It extinguishes fires by lowering the temperature of the burning material below the ignition point and is highly effective on fires in ordinary combustible materials, such as wood, paper, fabrics and rubbish. When broken into fine spray it has considerable smothering effect, too, and may be used safely on electrical fires.

Large and small hose streams, automatic sprinkler systems, pails of water, pump tanks, and the chemical or soda-acid fire extinguishers all use the cooling effect of water in fighting fire. However, except in a fine spray it is not effective on fires in flammable liquids (except alcohol) and greases.

SMOTHERING AGENTS

The smothering agents used to extinguish fires, especially in flammable liquids and greases, are: foam, which forms a light, flexible but stable blanket of bubbles excluding air; vaporizing liquid (carbon tetrachloride), which forms a blanket of heavy inert gas; carbon dioxide, which replaces or dilutes the oxygen in the air below the amount required to support flame, and powdered materials, which exclude air.

Fire caused by electricity is in a class by itself because of the danger

of fire fighters being electrocuted. Water and foam are dangerous here because they are excellent conductors of electricity. Carbon tetrachloride, carbon dioxide, and powder are not. Water in the form of spray cannot conduct electric current.

Such fires are started by electric arcs, sparks or by overheating of electric conductors. If the ignition source can be eliminated by the cutting off of the electric current, the fire becomes Class A or Class B. For instance, if overheating of an electric cable causes a fire in a wooden partition, water would be the best extinguishing agent. Normally, the electricity should be cut off first. If sparks from an electric arc ignite a tank of gasoline, the fire could be extinguished by smothering, but the flying sparks should be stopped or the fire will be started all over again.

FIRES FROM ELECTRICITY

Proper use of electric equipment would virtually eliminate fires caused by electricity. The testing laboratories examine and test electric devices and materials to make sure they have been properly constructed and will not accidentally arc, spark or overheat. Such devices are labeled and are listed in pamphlets published by the laboratories. We should insist that all electrical equipment we use has been tested and approved.

Automatic sprinkler systems are the most important means of preventing fire loss. They discover the fire in its early stages, give the alarm, and pour water on the fire as long as the water supply lasts. All sprinkler systems should be planned and installed with the advice of experts. The size of

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piping, the number and location of heads, the temperature at which heads will fuse, all influence their effectiveness in reducing fire loss. Today sprinkler heads have been developed which use less water applied as a fine spray instead of the former coarse spray or flooding. These have been approved for some hazards where smothering vapors used to be considered the only good fire extinguishing agent.

MAINTENANCE OF EQUIPMENT

The second important phase of a fire protection program is the maintenance of equipment. This includes, first of all, electrical wiring, motors, controls and appliances; second, fire extinguishing apparatus and alarms, and third, miscellaneous items, such as the flameproofing of stage curtains and the operation of automatic fire doors.

The first safety device of any electrical installation is the fuse box. School employees sometimes misuse electrical circuits by substituting fuses with too large a capacity or by bridging burned out fuses with wire.

All electrical apparatus used regularly, especially if it operates automatically from a pressure switch or thermostat, should be serviced on a regular schedule. The schedule will depend upon the load and hours of actual operation of the equipment, but it must be regular. Motors, too, need regular oiling. Hot bearings are a common source of ignition.

Fire extinguishers need regular attention. Those using carbon tetrachloride base fluid should be inspected, tested and, if need be, recharged every three months. Carbon tetrachloride fire fluid is almost completely dehydrated and therefore absorbs moisture very rapidly. Water combines with the carbon tetrachloride to form dilute hydrochloric acid, which is highly corrosive. The extinguisher then works with difficulty or not at all. Carbon tetrachloride also evaporates quickly, so all valves must be tight.

The soda-acid extinguishers should be discharged by actual operation and then recharged with a new solution of soda and water at least once a year. Parts of these extinguishers seldom get out of order, and we have found extinguishers which had not been recharged in ten years but still operated effectively. On the other hand, and in spite of regular attention, we always find a number of these

extinguishers inoperative when they are inspected and tested.

Carbon dioxide extinguishers require the least maintenance. So long as the carbon dioxide charge does not leak out and is not used, they do not need to be recharged. Maintenance consists of periodically weighing each extinguisher, a simple process. Maintenance of powder extinguishers consists of checking the quantity of powder and weighing the small carbon dioxide cylinder which is the expelling agent.

Fire alarms and sprinkler systems should be inspected and tested on a regular, frequent schedule. We like to do it once a week. Both systems are valuable and effective means of preventing loss resulting from fires. Like any automatic equipment which is used infrequently, they can get out of order without discovery. Like all fire apparatus, they are no good unless they work.

An important part of maintenance is making sure that fire doors are not blocked and that fire escapes are not only available but accessible. We have found fire escapes so installed that no one could possibly have used them. We have found automatic fire doors securely fastened open. Many older buildings have open stairways which should be enclosed at each floor, especially if there ever are many persons above the second floor.

INSPECTION OF PLANT

The third phase of any fire protection program is regular inspection of the school plant for conditions that might contribute to fires. The most economical method of preventing fire loss is to prevent fires. An inspector will find that a check list of things to look for will be helpful, but as he becomes experienced he will habitually see questionable practices and hazards. Generally, these hazards are obvious, but those working in the area become accustomed to or are so familiar with the process and equipment that they do not realize the dangers. They also procrastinate on repairs and adjustments.

A common cause of fire is poor housekeeping. A dropped cigaret, an electric arc, or a hot bearing will not start a fire unless something is there to burn. Just plain dust is all that is needed.

Cracks between the floor and baseboards, under stair risers, and under closet doors will allow a dropped cig-

aret to roll out of sight and still burn. Oily rags left by painters and janitors may ignite from spontaneous combustion if not disposed of in tight containers or hung up to air.

Electric light bulbs and sometimes radiators and steam pipes against combustibles have been known to start fires. Oily dust mops, which were not hung so the entire mops could cool in the atmosphere, have ignited from spontaneous combustion. Sparks from welding and especially from oxyacetylene and electric cutting torches fly into unexpected places and start fires. Hot ashes in combustible containers or piled against a wooden wall are hazardous.

Ducts and flues over kitchen ranges accumulate grease from the cooking fats which, unless regularly removed, will eventually ignite. These fires usually are difficult to get at with fire extinguishing equipment and can do considerable damage.

TRAINING

The fourth phase of an effective fire protection program is training all school personnel to be fire prevention minded. Supervisory employees should understand and recognize the typical fire hazards in their areas. All employees and key students should be familiar with the fire extinguishers they might have occasion to use, with the system of fire alarms in their particular buildings, and with the operation of automatic sprinkler systems.

It is particularly important that custodians be aware of typical fire hazards and are familiar with the alarm and extinguishing equipment on which they depend. Custodians can do more toward reducing fires than any other group because they usually are on hand.

The modern school includes all kinds of fire hazards. Automatic electrical equipment, seldom seen gas and oil fired burners, motors that are started and stopped by automatic electrical switches, cylinders of compressed and highly flammable gases, careless smokers, old buildings inadequately adapted to modern use, expansion of plants beyond present emergency water supplies are all factors which make the fire prevention program of a school extremely complicated. However, a program of careful selection and maintenance of equipment, thorough inspection of premises, and training of personnel will do much to keep losses at a minimum.



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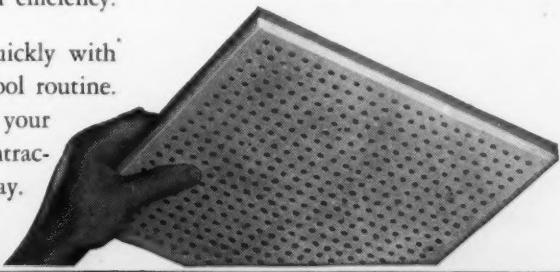
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NEWS IN REVIEW

Senators Ask Amendment of Federal Aid Bill . . . Group Campaigns to End Granting of "Emergency" Certificates . . . A.A.S.A. Drafts Program . . . School Construction Bills Introduced in Congress . . . Dean Says Teacher Recruitment Too Materialistic

Efforts to Amend Federal Aid Bill

WASHINGTON, D.C.—Progress has been slow on the Administration's federal aid to education bill, S. 246. The Senate Labor and Public Welfare Committee decided to hear, in executive session, several Senators seeking to amend the bill.

Senators McMahon (D.-Conn.) and Douglas (D.-Ill.) urged that a new title be added to S. 246, providing for school services to public and nonpublic pupils alike. The Senators suggested an additional \$25,000,000 for this purpose.

Senators Pepper (D.-Fla.), Hill (D.-Ala.), and Ellender (D.-La.), however, argued that the \$300,000,000 federal aid bill and the \$25,000,000 school service fund be enacted as separate legislation.

Still another witness before the Thomas Committee during the month was Senator Robertson (D.-Va.), who urged the committee to scrap aid for school operating expenses and substitute instead his bill, S. 137, to aid school construction.

In a statement issued after his appearance before an executive session of the committee, Senator Robertson said:

"I feel that my approach not only offers federal aid to education at a point of great need, but also gives maximum assurance to those who would like to see aid provided but who fear ultimate interference of the federal government with our educational system."

Group Asks End of "Emergency" Certificates

WASHINGTON, D.C.—A campaign to end the granting of emergency certificates was begun at the Regional Conference on Teacher Education and Professional Standards held here in January.

The conference set four years of college preparation as a requirement for

the provisional certification of elementary school teachers as an immediate goal. Continued training to the fifth year and a master of arts degree were named as the next step. Under this plan, "emergency" teachers would be required to prove from time to time that they are meeting professional standards.

The conference urged that states having the four-year college standard arrange for reciprocity in certification so that teachers might move from state to state.

W. A. Early, president of the Virginia Education Association, said that school construction should come *after* teacher training had been expanded and teachers' salaries had been increased.

Thomas P. North, dean of the State Teachers College, Bloomsburg, Pa., asked that lay groups be represented in conferences to promote higher certification standards. He strongly urged certification "contingent on continuing demonstrations of competence."

A.A.S.A. Drafts Program for Better Public School System

WASHINGTON, D. C.—A resolution urging the teaching profession to "expose and combat the activities of all groups which have as their objective the undermining of the Constitution of the United States and the civil rights guaranteed therein" has been approved by the American Association of School Administrators.

The action was taken as part of a program for the extension of democracy through "a constantly improved free public school system." Resolutions were adopted by a nationwide mail ballot conducted among A.A.S.A. members.

The association pledged its support of an adequate national defense plan, with full use of all existing and potential school facilities by the government under a plan cooperatively developed.

The resolutions declared that federal financial assistance would be needed for school construction as well as for teachers' salaries and other current school support purposes, but that any plan for federal aid must safeguard state and local control of public education.

Congress was urged by the A.A.S.A. to make the U. S. Office of Education an adequately financed, independent agency, headed by a national board of education, which would select the commissioner of education.

To stimulate the recruitment of more young people for the teaching profession, to upgrade those teaching with emergency certificates, and to improve public regard for teachers, the association endorsed a more systematic and effective program of interpretation of the public school program and its needs to citizens.

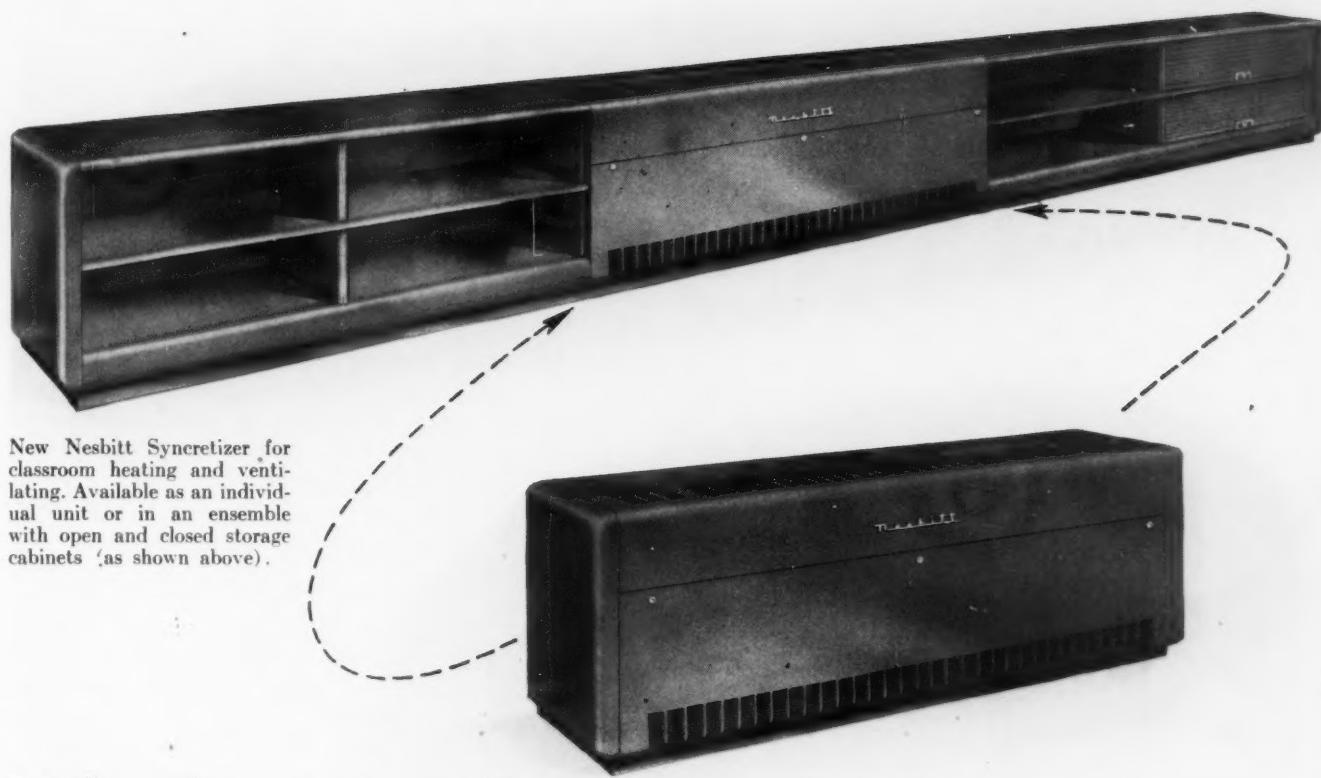
Accrediting of nonpublic schools by state public school authorities was advocated by the administrators to "guarantee that the minimal educational goals set for the public schools shall be equaled or exceeded in all private institutions."

Chairman of the twenty-seven member resolutions committee was William R. Odell, superintendent at Oakland, Calif.

Congress Considers Three School Construction Bills

WASHINGTON, D.C.—Three types of school construction bills, based on three principles of federal aid for public schools, have been introduced into Congress.

First is a measure by Senator Neely (D.-W.Va.) proposing \$100,000,000 in federal grants for 1949, to be matched by states and local districts on a scale ranging from 40 per cent to 60 per cent. The Neely bill (S. 287) has the support of the Council of Chief State School



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NEWS...

Officers because it is "an educational, not a public works program." Its administration in Washington would be vested in the U.S. Office of Education. At the state and local levels, state educational agencies and school authorities would have primary responsibility for deciding how the federal money should be spent, and where and when schools should be built.

A bill (H.R. 1766), introduced by Rep. Joseph Martin, (R.-Mass.), represents the second principle of aid for

school construction. Mr. Martin's measure, providing \$300,000,000 in grants to be matched by the states, would bypass the U.S. Office of Education and be directed by the Public Buildings Administration of the Federal Works Agency. "This provision implies that the money will be used for public works, not for educational purposes," opponents of the Martin bill say.

A third group of bills, sponsored among others by Senator Robertson (D.-Va.) and Rep. Bland (D.-Va.), pro-

vides for loans and grants to states by the Reconstruction Finance Corporation, on recommendation of the Secretary of Commerce. Schoolmen in Washington oppose these bills, also. "The channeling and distribution of all federal funds for education should be through regularly constituted federal educational agencies," said a spokesman for the American Association of School Administrators.

Meanwhile, the White House is still backing its proposal, made in the President's 1950 Budget Message, that the entire problem of school construction needs to be studied. Mr. Truman asked Congress for \$1,000,000, part of which is to be used for the construction study.

Teacher Recruitment Too Materialistic, Says College Dean

NEW YORK.—The present effort to obtain more teachers places too much emphasis on the material aspects of teaching and too little on its "dynamic function in building a better world," believes Dean Millicent Carey McIntosh of Barnard College.

Addressing the New York chapter of the National Association of Administrative Women in Education, Dean McIntosh urged that many concepts underlying teacher recruitment be changed.

"No calling has ever attracted the best young people because it offered financial returns," she said. "Most young people want to enter a career which demands the utmost of them and which, in return, gives them the greatest rewards. Many are idealistic enough to respond to the challenge of a difficult job without substantial material returns, provided it seems important enough to them."

While pointing out that a profession should enable its members to "live reasonably well," the Barnard dean cautioned that "we must constantly keep in mind the real claims of teaching and present as clearly as we can the supreme opportunities teaching offers for finding a full and creative life."

To recruit able young people to teaching, the dean contended, "we must eliminate the Victorian atmosphere." Formerly, she pointed out, "teaching was considered the only career suitable for ladies who could not marry and for men who could do nothing else."

"At the present time," she added, "not only is teaching far from a last resort it is an exacting profession, so important to our society that its demands can be truly satisfied only by the best equipped people."



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NEWS...

Million See Film Showing Wisconsin Legislature in Action

MILWAUKEE.—A motion picture film depicting the Wisconsin state legislature in action has been shown to a million children and adults in that state, according to M. C. Palmer of the Wisconsin State Centennial Committee. The film was planned by a subcommittee on state government.

The picture was made during the 1947 session of the legislature. It portrays the inception of the idea for a law,

follows the proposal through the Legislative Reference Library, where the bill is drafted, and shows the committees of both houses and the assembly and senate approving the bill. The bill then is presented to the governor; the film shows him affixing his signature. It also shows the state supreme court declaring the law constitutional.

Ten copies of the sound technicolor picture were made for showing in commercial theaters. They are on 35 mm. film and are 14 minutes in length. Thirty

copies of the picture were made on 16 mm. film for use by churches, schools and other organizations.

The film was shown for the first time Jan. 5, 1948. By January 1949 the 35 mm. film had been shown in twenty theaters in Milwaukee and in at least forty-six other cities in the state. During the same time the 16 mm. film had been given 518 bookings.

Another film, made last spring and summer, was released in February. Pictures for it were taken during Statehood Day, celebrated May 29, 1948, in Madison, and at the Centennial Exposition in August at the State Fair Park.

The films are being distributed through the University of Wisconsin's bureau of visual instruction. Copies are being placed in the State Historical Museum.

New York Schools Restudy Lowered Entrance Age

NEW YORK.—Because of protests from parents and teachers, a committee of educators has been appointed to re-examine the city school system's policy of admitting children to the first grade at the age of 5 years and 4 months.

Two years ago the board of education voted to replace the semiannual promotion plan with an annual program. At the same time, the board lowered the existing school entrance age requirement of 5 years and 9 months. The schools now admit in September children who will reach the age of 6 by the following April 30. Under this plan children in the first grade range in ages from 5 years and 4 months to 7 years.

One complaint of teachers has been that children at the bottom of the age span are unable to do the first grade work expected of them. Often the younger children are not ready for the traditional studies planned for first graders and so find themselves lagging behind their older classmates.

Slogan and Funds for Kids Day Foundation

HOLLYWOOD, CALIF.—"Child by Child We Build Our Nation" was the winning sentence in a radio contest to obtain a slogan for National Kids Day. Mrs. William J. Smith of Indianapolis won the \$33,000 jackpot of prizes.

Jimmy Fidler, who conducted the contest, said that more than 400,000 entries were received with \$200,000 in contributions for the establishment of a Kids Day Foundation.



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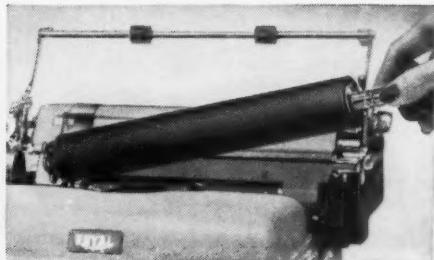
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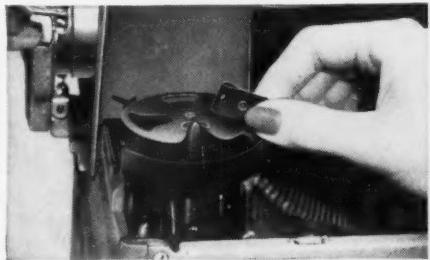
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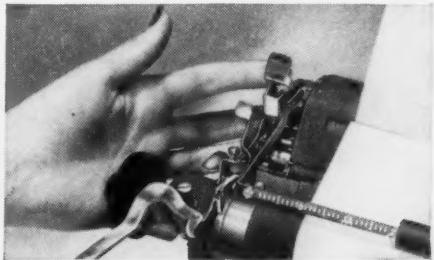
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NEWS...

Elementary Teacher Shortage Still Acute School Problem

NEW YORK.—The most pressing school problems are the elementary teacher shortage, the lag in the school building program, and the lack of interest in teaching among college graduates, a nationwide survey by the *New York Times* indicates.

Every state in the union needs more qualified teachers, especially elementary teachers, the study showed. At the present time 105,000 teachers, or more than

one out of every nine in the country, are employed on substandard or emergency certificates.

Thirty states said that school conditions were somewhat better than a year ago. The only exception, in most instances, was the teacher shortage. Fifteen states reported the situation about the same as last year, while three states—Georgia, Oregon and Wisconsin—indicated that conditions were worse.

Virtually every state reported a drop in the number of substandard andemer-

gency teachers, although in many instances the decrease was not significant. Educators estimated that more than 2,000,000 children will receive inferior schooling this year because of poor teachers or inadequate school facilities.

"Compared with a year ago, conditions show a slight improvement," the *Times* said. "While there are spots in the country, particularly in the Far West and in the South, where the situation has not improved materially, on the whole the school crisis is less acute."

Educators, however, warned that it was far too early for the public to become complacent about the public school system. Major issues still remain to be solved. . . .

Educators everywhere feel that the improved conditions are due, in large measure, to the active interest of the general public in school needs."

President Predicts Drop in Veterans' Enrollment

WASHINGTON, D.C.—Approximately two billion dollars will be spent by the federal government during 1949-50 for veterans' education and training.

In requesting this sum from Congress for next year, President Truman said that veterans' enrollment in all programs—school, job and on-the-farm training—will drop from the 1948 average of 2,000,000 to 1,575,000 in 1950.

At that time, the President predicted, "more than two-thirds of all veterans studying under the G.I. Bill of Rights will be in below-college-level, on-the-job and on-the-farm training."

Looking at the program since its beginning, the President said that by June 1950 more than 6,000,000 veterans will have used education and training benefits.

Teachers' Salaries Up 12 Per Cent in Illinois

URBANA, ILL.—Illinois teachers' salaries were 12 per cent higher in 1947-48 than they were in 1946-47, on the basis of positions filled by the University of Illinois Teacher Placement Committee.

The committee, which placed 1053 teachers during 1947-48, said the average salary was \$3200, as against \$2800 the year before. Sixty-six school superintendents and fifty-five principals also were placed by the committee.

Requests for 4180 teachers were rejected because of shortages of qualified persons, the committee said.



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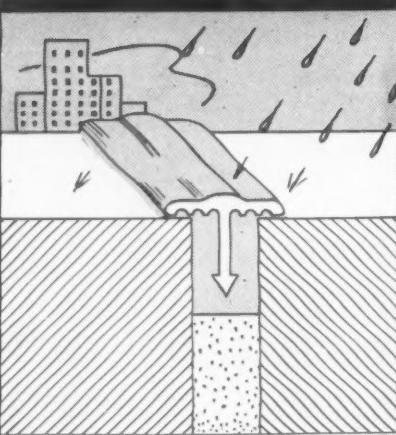
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NEWS...

Protestant Groups Charge Catholic Pressure for Federal Aid

WASHINGTON, D.C.—Protestants and Other Americans United for Separation of Church and State charged last month that the Catholic Church was making "aggressive, high-pressure demands" on Congress to obtain federal aid for parochial schools. In an "Address to All Americans," the Protestant group further accused the Catholic Church of "trying to break down the principle of separation of church and state."

In an immediate reply, Msgr. John J. Spence, director of Catholic education for the Washington archdiocese, branded the accusation as false.

The Protestant "Address" was followed the next day by the appearance of Methodist Bishop G. Bromley Oxnam at a public rally in the capital's biggest auditorium. Bishop Oxnam, a vice president of the Protestant group, was principal speaker.

He emphasized he was not attacking Catholicism but "resisting an attack by the Catholic hierarchy upon religious freedom."

"If we begin this policy of public support for parochial education, where do we stop? Is there to be a Methodist system of education, an Episcopalian, a Baptist? To drain off vast sums for the support of competing sectarian systems of education is, in the long run, to destroy our public school system," said Bishop Oxnam.

Msgr. Spence replied: "No attack whatever has been launched on the constitutional principle embodied in the First Amendment. We are not assaulting any constitutional principle when we ask that public and parochial school children of all denominations be included in government initiated public welfare programs."

Salary Increase Asked for New York School Executives

NEW YORK.—A permanent 30 per cent salary increase has been requested for the superintendent of schools and 120 other key persons in the New York City public school system.

A committee representing top school executives and supervisors made the request to the board of education. Ralph W. Haller, principal of a Queens high school and chairman of the committee, said the group was "asking for a salary adjustment on the basis of added living costs and top-flight salaries in industry." He added that "since 1939 we have re-

ceived very small increases, some as low as 8 per cent," although the cost of living has gone up 75 per cent.

The salary of the superintendent of schools is \$25,000 a year. According to the committee, this amount has a purchasing power based on "spendable salary" of \$10,459, or a decrease of 55.4 per cent from 1939.

Others for whom the committee asked the 30 per cent increase are associate superintendents, who now receive \$15,000 a year; examiners, who receive \$12,000; assistant superintendents, who get \$11,500, and high school principals, who draw \$11,000 a year.

The committee pointed out that top school personnel had received no salary increase since early in 1947, when the board of education granted a raise of 20 per cent to associate superintendents, 9 per cent to examiners, 15 per cent to assistant superintendents, and 10 per cent to high school principals.

Commission on Standards Asks N.E.A. to Restrict Membership

WASHINGTON, D.C.—Membership in the N.E.A. should be restricted to graduates of four-year colleges approved for the preparation of teachers.

Such is the decision of the commission on teacher education and professional standards. The commission will offer an amendment to N.E.A. by-laws to provide for this regulation at the meeting of the representative assembly in Boston in July.

Ralph McDonald, secretary of the commission, explained: "One of the chief obstacles to achieving a real profession of teaching is that the professional organization itself will accept anyone as a member. Such a concept of membership belongs to the time when an education association was a sort of publishing agency selling subscriptions to its publications. That concept served a valuable purpose, but it has persisted long beyond its usefulness."

Dr. McDonald said that, if approved, the amendment proposed by the commission would not go into effect until June 1, 1951. It would not affect members already in the N.E.A. But after 1951 only professionally-prepared candidates would be admitted.

Juvenile Democracy

PHILADELPHIA.—Juvenile democracy is the special topic for the January 1949 issue of the *Annals of the American Academy of Political and Social Sciences*.

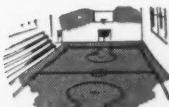
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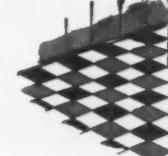
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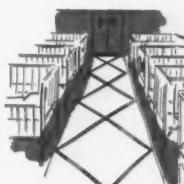
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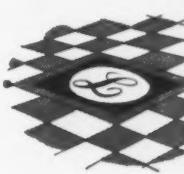
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NEWS...

Ten Biggest Problems for Education in 1949

WASHINGTON, D.C.—How to find teachers is high on the list of the "major educational problems of 1949."

Two surveys conducted by the Educational Policies Commission show that teacher recruitment ranks among the first three problems schoolmen face this year.

State teachers associations told the E.P.C. that the ten biggest educational problems of 1949 are: teacher recruit-

ment (including the problem of teacher supply); federal aid to education (including higher education and teacher education, but not school construction); professional standards (including the problem of emergency certificates); school buildings (including federal aid for school construction); adequate financial support for education (general); educational interpretation to lay public; international relations; equalization of educational opportunity; curriculum improvement, and teacher education.

Another list of problems submitted by 1500 E.P.C. consultants included the following: federal aid for elementary and secondary education; international relations—education's responsibilities; teacher recruitment; teaching about democracy; education for moral and spiritual values; public relations; national security—education's responsibilities; federal aid for school building construction; professional standards, and reorganization of local school districts.

Enlist School Children in Rat Riddance Campaign

NEW YORK.—Rat riddance has been made a subject for study in the public schools here in an effort to get 880,000 boys and girls into action to speed the city drive against the rodents.

Health authorities began the campaign last summer. They estimated then there have been as many as 15,000,000 rats and mice in town, contributing to increased food poisoning and rat bites and to the rise of rickettsialpox, a mysterious fever attributed to a rickettsia believed spread by the bite of a mite found on mice.

William Jansen, superintendent of schools, sent to each of the 891 schools a bulletin prepared in cooperation with the health department, suggesting that each school that finds evidence of rats and mice in the community set up pupil and teacher committees to study the problem and to act.

Health authorities have said they needed the school children's help to enlist their parents in rat control.

Translations of U.S. Books Distributed in Germany

NURNBERG, GERMANY.—More than 200,000 new United States books in German translation were distributed in Western Germany in December, according to the publications branch of the U.S. Office of Military Government for Germany. Fourteen new titles were brought out for Christmas sales.

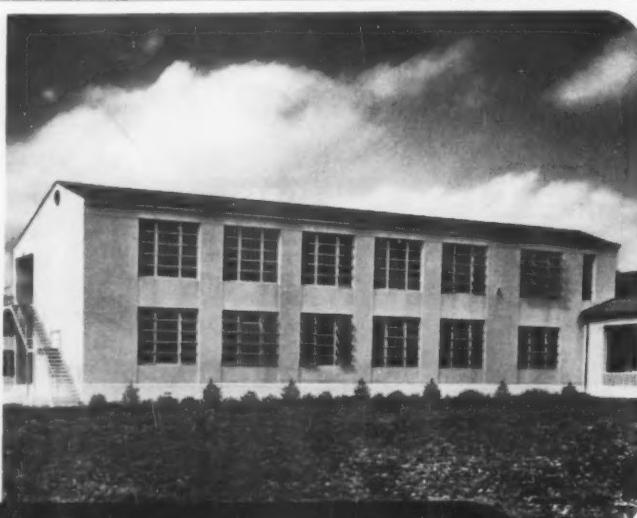
Edition sizes ranged between 5000 and 20,000 copies per title. Most of them were sold through normal book trade channels. Sales were so good that German publishers announced plans for second editions of most titles during 1949.

Among the best sellers were Mary Ellen Chase's "A Goodly Heritage," Constance Rourke's "The Roots of American Culture," and Van Wyck Brooks' "The Flowering of New England."

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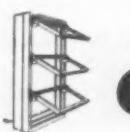
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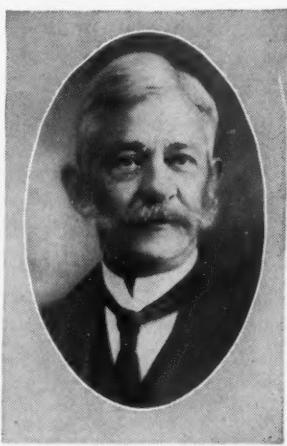
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NEWS...

Atomic Energy Course for New York Teachers

NEW YORK.—Atomic energy will be discussed by United Nations officials and leaders in government, education and science in a new training course for New York teachers.

The course is part of the board of education's in-service training program for teachers. It is sponsored jointly by the board and the United States Atomic Energy Commission. The series, ten weekly lectures, four workshops, and a

field trip, began February 17. The course carries in-service credit for teachers' salary increments.

The lectures will cover the basic scientific aspects of atomic energy, its domestic and international control, military uses, peacetime applications, and the social issues that its development raises.

"This is the first time," Mayor William O'Dwyer said, "that any city has established a comprehensive training course on all aspects of atomic energy for all its teachers. Through them, and

through the schools of the city, our children will be the best informed boys and girls in the country on this great new force."

FM Radio Now Has Its Fiftieth Station

WASHINGTON, D.C.—The fiftieth FM educational radio station went on the air in February.

The record kept by the U. S. Office of Education shows that twenty-five school systems and twenty-five institutions of higher learning operate 10-watt FM transmitters, serving not only their students but also the community within a range of 5 to 15 miles.

"We expect that by June 1949, 100 FM stations will be on the air," said Franklin Dunham, chief of educational radio for the Office of Education. "Two public libraries have applied for licenses and the trend toward library FM stations may grow."

Dr. Dunham said that the Federal Communications Commission has relaxed its rules by permitting Class 2 engineers to operate FM equipment. This means that veterans who served in the Signal Corps may be used by school stations in lieu of a high-priced engineer. F.C.C. rules also allow school stations to go on and off the air at their convenience.

Dr. Dunham indicated that the average investment needed to operate an FM school station is \$5000. Cost of construction of a transmitter, principal item of equipment, ranges between \$1500 and \$2500.

Negroes Plan Fight Against Segregation in Virginia Schools

NEW YORK.—Negro organizations in Virginia have begun a campaign to fight segregation in approximately 124 divisions of that state's public schools, according to officials of the National Association for the Advancement of Colored People.

The announced purpose of the campaign is to equalize the wages of the teachers and the school facilities for the two races in King George, Pulaski, Gloucester and Arlington counties.

The association also plans "investigations" in twenty other counties and seven cities of Virginia, "with a view to possible litigation of issues affecting the public schools," and a probe of school practices of ten other counties and six cities that are connected by special "regional" plans for Negro education.

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199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds, depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Load-Master valve-in-head engine, 93 h.p., 192 foot-pounds torque (pulling power) at speeds under 35 m.p.h. governed speed.

161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities 30 to 36 pupils. Chevrolet Thrift-Master valve-in-head engine, 90 h.p., 174 foot-pounds torque (pulling power) under 35 m.p.h. governed speed.

137-INCH WHEELBASE CHASSIS IDEAL FOR SHUTTLE BUS SERVICE

Chevrolet Thrift-Master valve-in-head engine, 90 h.p., 174 foot-pounds torque (pulling power) under 35 m.p.h. 137-inch chassis can be adapted for the mounting of a school bus body. Capacity 16 to 20 pupils.





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NEWS...

Conference Discusses Goals of Audio-Visual Education

CHICAGO. — Long-range goals and problems confronting audio-visual education were discussed at an audio-visual conference held here in January.

The conference, attended by approximately thirty persons in the Middle West active in audio-visual work, was called by Floyde E. Brooker, chairman of the Encyclopaedia Britannica Films scholarship selection board. Mr. Brooker is chief of visual aids to education, U.S. Office of Education.

Other members of the board are Irving Boerlin, Pennsylvania State College; Edgar Dale, Ohio State University; Margaret Divizia, supervisor of audio-visual aids in the Los Angeles public schools; Elizabeth Golterman, director of visual instruction in the St. Louis schools, and Thurman White, director of visual instruction at the University of Oklahoma.

Audio-visual specialists from fifteen universities, colleges and schools and representatives of such organizations as the American Library Association, the Film Council of America, the Educational Film Library Association, the N.E.A. Department of Audio-Visual Instruction, the Midwest Forum, and firms producing films and equipment for audio-visual education attended the conference.

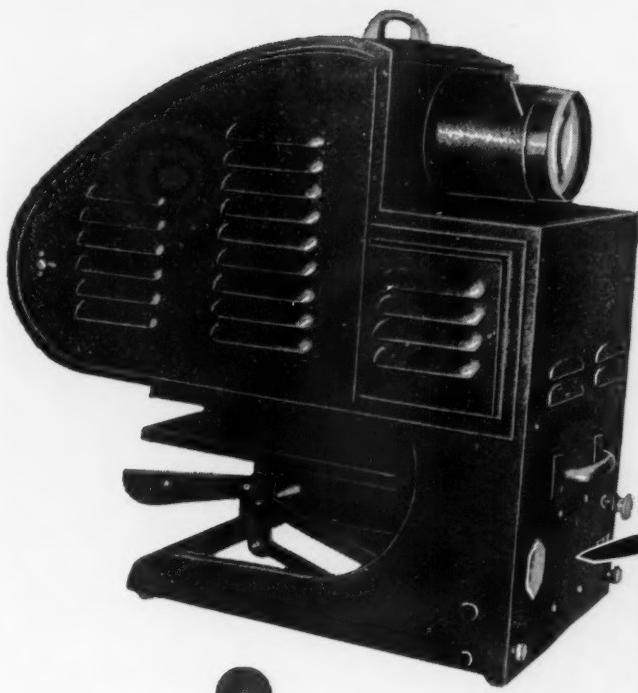
Bill Would Give Raises to New York State Teachers

ALBANY, N.Y.—Bills to make mandatory a 10 per cent pay increase for all public school teachers in New York State have been introduced in the legislature. In addition to an immediate pay increase, the bills would set up new salary schedules to replace those now in the Feinberg Law, and would make all the annual increments provided by the law virtually automatic.

In New York City the minimums would be raised from \$2500 to \$2750 a year, and the maximums from \$5325 to \$5575. In rural areas minimums would go from \$2000 to \$2200, with similar increases in maximums.

Free Transportation

NEW YORK.—The board of transportation now is granting free transportation to high school students here so that class excursions to parks, museums and other places may be made during school hours. Before February 1, free transportation was offered only to children in elementary and junior high schools.



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The actual area covered by Beseler Model OA4 is 10" x 10" to allow for margins. The projector is equipped with a 22" focus coated lens that provides outstandingly clear crisp images in a darkened room. Model OA4 accommodates two 500 watt projection lamps. It is effectively cooled by a 115 volt Universal A.C. or D.C. motor driven fan.

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NEWS...

Senate to Consider Bill for Library Service Demonstration

WASHINGTON, D.C.—The only educational measure to progress during the first thirty days of the 81st Congress was the public library service demonstration bill.

The Senate committee on labor and public welfare approved the measure after a brief executive session and placed it on the calendar for action on the floor of the Senate.

In reporting the bill favorably, the

committee said that public libraries are essential to adult education—"one of the weakest points in our educational system; that the need to make library service universally available is pressing; that the problem of supplying such service is national in scope; that passage of this bill will materially assist in solving this problem."

The bill (S. 130) proposes federal grants-in-aid to:

1. Provide demonstrations of public library service to people now without it

or inadequately served (estimated as 35,000,000).

2. Provide means for studying methods of supplying public library service in rural areas.

Appropriations of \$40,000 annually for each state over a period of five years would be authorized by the bill. Additional amounts ranging from \$40,000 to \$100,000 a year would be available if matched by the states or local governments.

"This bill," said Sen. Lester Hill, one of its sponsors, "does not attempt to assure adequate library service to all those people now without it, but is a demonstrational measure by which they may see the values of such services and be encouraged to provide it from local resources."

New York Junior High Schools Stress Character Building

NEW YORK.—The traditional "three R's" are being supplemented in New York's junior high schools by a "deliberate and conscious character-building program," according to a report prepared by a committee of assistant superintendents and junior high school principals and made public recently by the board of education.

Cooperation, loyalty, good sportsmanship, tolerance, friendship and "propriety of manner and dress," the report noted, are all characteristics that can be attained through normal classroom studies.

The report also said: "The principal who shows courtesy, consideration, kindness and sympathy in his relationships with teachers, parents and pupils creates a climate in the school in which pupils can mature into fine young men and women because they see personified and in living action high moral principles."

The report lists six areas of student activities specifically devoted to character development. These are Big Brother and Big Sister groups, student forums, assemblies, school clubs, student patrols, and student courts.

A.A.S.A. Names New Officers

WASHINGTON, D.C.—New officers of the American Association of School Administrators, in addition to the president, Supt. John L. Bracken of Clayton, Mo., are Supt. Will C. Crawford of San Diego, Calif., second vice president, and Supt. Herbert B. Bruner of Minneapolis, executive committee member.



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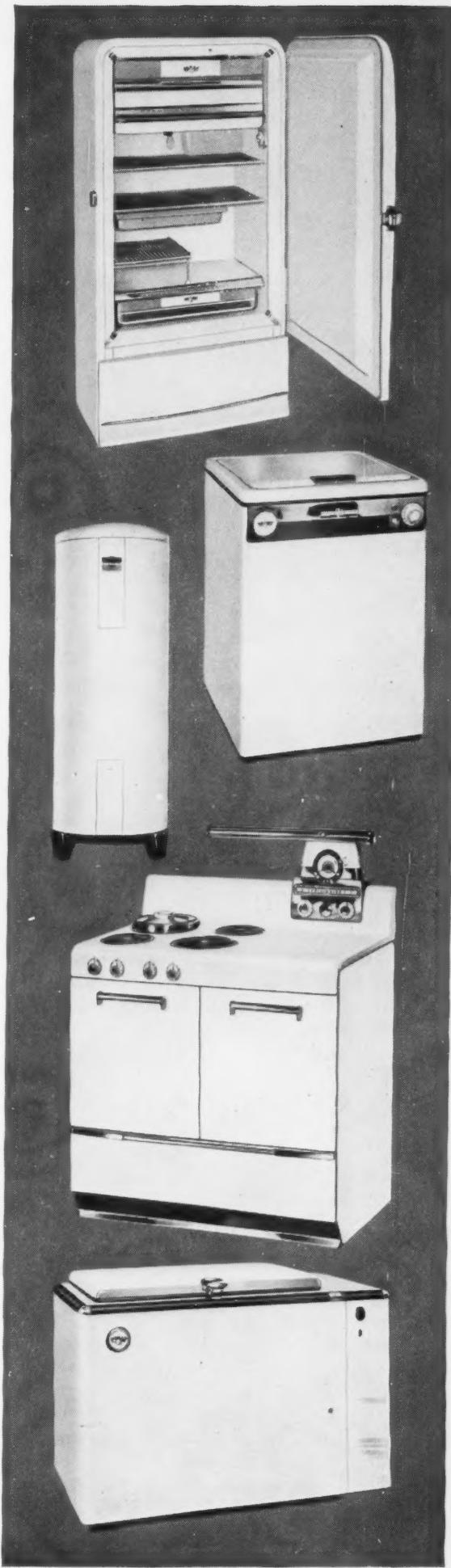


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plan, on these terms: For 5 years thereafter, as new models of the appliances which have been purchased are introduced, Frigidaire dealer will replace the older models with new models of comparable size and quality—at no additional cost to the school.

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See Your Frigidaire Dealer. Ask your local Frigidaire Appliance Dealer to give you full details of the Frigidaire School Plan today. Find his name in Classified Phone Directory. Or write: Frigidaire Division, General Motors Corporation, 1347 Amelia Street, Dayton 1, Ohio. (In Canada, 679 Commercial Road, Leaside 12, Ontario.)

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NEWS...

Ickes Wants Tideland Oil Money for Education

WASHINGTON, D.C.—Harold L. Ickes, former Secretary of the Interior, declared that all funds received from the sale of tideland oil should be put into a federal trust fund to expand and improve public education.

Mr. Ickes, who was national administrator for oil and petroleum during the war, believes that the tideland oil reserves represent potential assets of more than \$27,000,000,000.

So that this sum may be used for educational purposes, Mr. Ickes urged that oil reserves remain under federal control. He charged that if the states assume control over the tidelands, "private oil interests will eventually get their hands on them."

"God has provided the riches by which we can become an educated nation," says Mr. Ickes. "Nor will it cost the Treasury a cent if we create the gigantic trust fund from the money yielded by our undersea oil."

Selective Service on Ice Perhaps for Rest of Year

WASHINGTON, D.C.—Although no men will be inducted into the armed service during most of 1949, the selective service system will continue "to function fully—even though on a stand-by basis," General Hershey said.

Because voluntary enlistments are supplying the manpower needed by the army, the national military establishment canceled draft quotas for February and March and may not require inductees during the rest of 1949.

Because of the inactive status of selective service, military officials are giving little attention to the proposed plans for deferment of college scientific students as a group. The plan, however, "is still under study and may be reported when inductions are resumed and appear to cut into the student population of colleges and universities," one draft official said.

Speaker of the House Gains New Power

WASHINGTON, D.C.—During the first thirty days, the 81st Congress spent most of its time organizing for action.

The Speaker of the House emerged as one of the most powerful individuals in Washington. He attained this position because of a change in House procedure. As soon as the House assembled in January, it stripped its Rules Committee of the power to bottle-up legislation. New rules provide that if the Rules Committee refuses to bring a bill to the floor of the House, the chairman of the committee originating the bill can ask, after twenty-one days, that the speaker permit the bill to be brought to the floor for a vote. The speaker need not, however, recognize the committee chairman. Thus, the powers of the Rules Committee are transferred to Speaker Rayburn.

No More Hearings on Science Foundation

WASHINGTON, D.C.—The Senate committee on labor and public welfare announced that no further hearing will be held on the National Science Foundation bill (S. 247). The House may also forego hearings on the measure, which has been under discussion and study since 1946.

Approval of a foundation is expected within "a few weeks," Sen. Thomas, chairman of the Senate labor and public welfare committee, predicted.

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NEWS...

Teachers Union Takes Stand on Use of Members in Census Jobs

CHICAGO.—The national executive council of the A.F.L.'s American Federation of Teachers, meeting here, took the following stand on the proposal that teachers assist as enumerators in taking the 1950 census:

"We believe that if any teacher wishes to apply for the position of enumerator, he should apply as an individual citizen."

"We believe that no application should be solicited, accepted or transmitted by school administrators."

"We believe that we should oppose any change in the school calendar to have the teachers participate in the program since any such change would adversely effect the statutory school year and interfere with the teacher's vacation period, at which time many are called upon to meet personal agreements previously made."

Architects to Designate Best School Buildings

WASHINGTON, D. C.—A national honor awards program has been set up by the American Institute of Architects to designate the best schools and residences completed in the last four years.

The buildings will be judged, and the winners will be announced at the Institute's convention, which will be held in Houston, Tex., beginning March 15.

Each chapter of the A.I.A. will submit entries of photographs and reproductions of plans for homes and schools that have been designed and constructed. Two separate national juries will judge the winners—one for schools and the other for homes. The school jury will include an educator and four architects representing various regions of the country.

Expect Increased Demand for Elementary Teachers

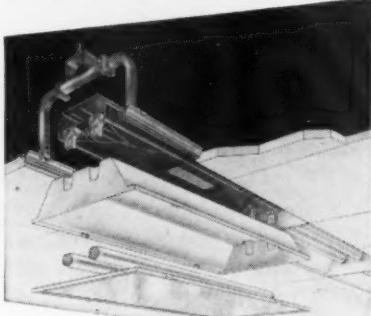
WASHINGTON, D.C.—There will be an increased demand for college graduates in the fields of kindergarten and elementary school teaching, medicine, psychology and certain phases of electricity during the next few years.

That conclusion was contained in a study prepared for the Veterans Administration by the Occupational Outlook Service, Bureau of Labor Statistics, U.S. Department of Labor.

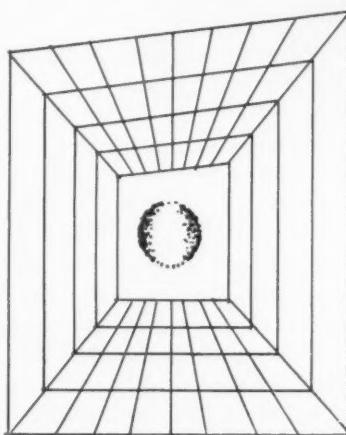
The study is being used by V.A. advisement and guidance officers as an aid in counseling disabled veterans planning to take educational and training courses.

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NEWS...

Education Groups Investigate Alleged Communists' Discharge

WASHINGTON, D.C.—Two education groups are investigating the discharge of three professors from the University of Washington for alleged Communist activity.

One is the National Education Association's Department of Higher Education; the other is the American Association of University Professors.

Those discharged by the university were Ralph H. Gundlach, associate pro-

fessor of psychology; Herbert J. Phillips, assistant professor of philosophy, and Joseph Butterworth, an associate in the English department.

Professors Phillips and Butterworth admitted that they were Communists but claimed "academic freedom," the university's board of regents said. Professor Gundlach, it added, could not be pinned down on past or present party membership but was shown to have been allied with more than a dozen Communist front organizations.

Dr. Raymond B. Allen, university president, said he recommended the dismissals because he believed that "a Communist is incompetent to teach the truth."

\$23,681,568 Increase in Budget of New York City Schools

NEW YORK.—The New York City school budget for the year starting July 1 will be \$220,652,867, an increase of \$23,681,568 over this year's budget.

Beyond that, according to the board's finance committee, more money is "urgently required" for a teachers' pay increase and for supplies, repairs and equipment in addition to those requested in the budget. The committee made a strong bid for all the items at state expense.

Maximilian Moss, finance chairman, pointing to the budget, declared that under present law only \$394,731 more is due the schools from New York State, and this "indicates forcefully the need for greatly increased state aid." He also said the board cannot get even \$23,000-000 from New York City.

A \$250 raise for each teacher would cost \$8,500,000 and send the projected budget increase beyond \$30,000,000. An added \$28,000,000 would come to the city under the program for which the Public Education Association and the New York State Education Conference Board—teachers, parents and school boards—are campaigning. They want \$60,000,000 more from the state for all its schools.

Sabbatical Leave for Clerks for Health and Study

NEW YORK.—School clerks in New York City public schools "may be granted a sabbatical leave only for the purposes of restoration of health and for study," according to an amendment to the regulations of the board of education.

In addition, the following regulation was approved: "From a salary of a school clerk on sabbatical leave there shall be deducted an amount equal to the pay of a substitute for each school day during the period of such leave."

A.A.H.P.E.R. Plans Convention

WASHINGTON, D.C.—"Together We Build" will be the theme of the joint convention of the American Association of Health, Physical Education, and Recreation and the Eastern District Association which will be held in Boston April 19 to 22.



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NEWS...

President Wants Survey Before Federal Scholarships

WASHINGTON, D.C.—President Truman asked Congress for \$1,000,000 in his 1950 Budget Message, part of which is to be used for a study on the need for federal scholarships.

In his message to Congress, Mr. Truman stressed that "the national welfare demands that higher education be made available to more of our talented young people."

Mr. Truman, however, was not certain

how to achieve this aim. He recommended a survey to determine "the soundest and most practicable means of providing additional opportunities for capable young people who could not otherwise afford a college or university education."

What form the survey on scholarships will take has not yet been decided by higher education officials in Washington. Without waiting for federal money, the N.E.A. is proceeding with a questionnaire study on the details for a fed-

eral scholarship plan. The American Council on Education is also devoting considerable time to outlining details for a federal scholarship program.

Whether the federal scholarships would be administered by a National Science Foundation or through state educational agencies is one of the questions for which educators are trying to find an answer.

Student Activities Part of School Work in New York

NEW YORK.—Student sponsored activities ranging from square dancing to fife-and-drum corps are being organized by New York City's high schools as an inducement to academic endeavor.

One hundred forty hobby groups have been organized. Among them are gardening, organ playing, water coloring, current events discussion, microscope, magicians', astronomy and television clubs.

In most of the schools, student conducted activities are regarded as an essential part of the school work, according to Frederic Ernst, associate superintendent in charge of academic high schools.

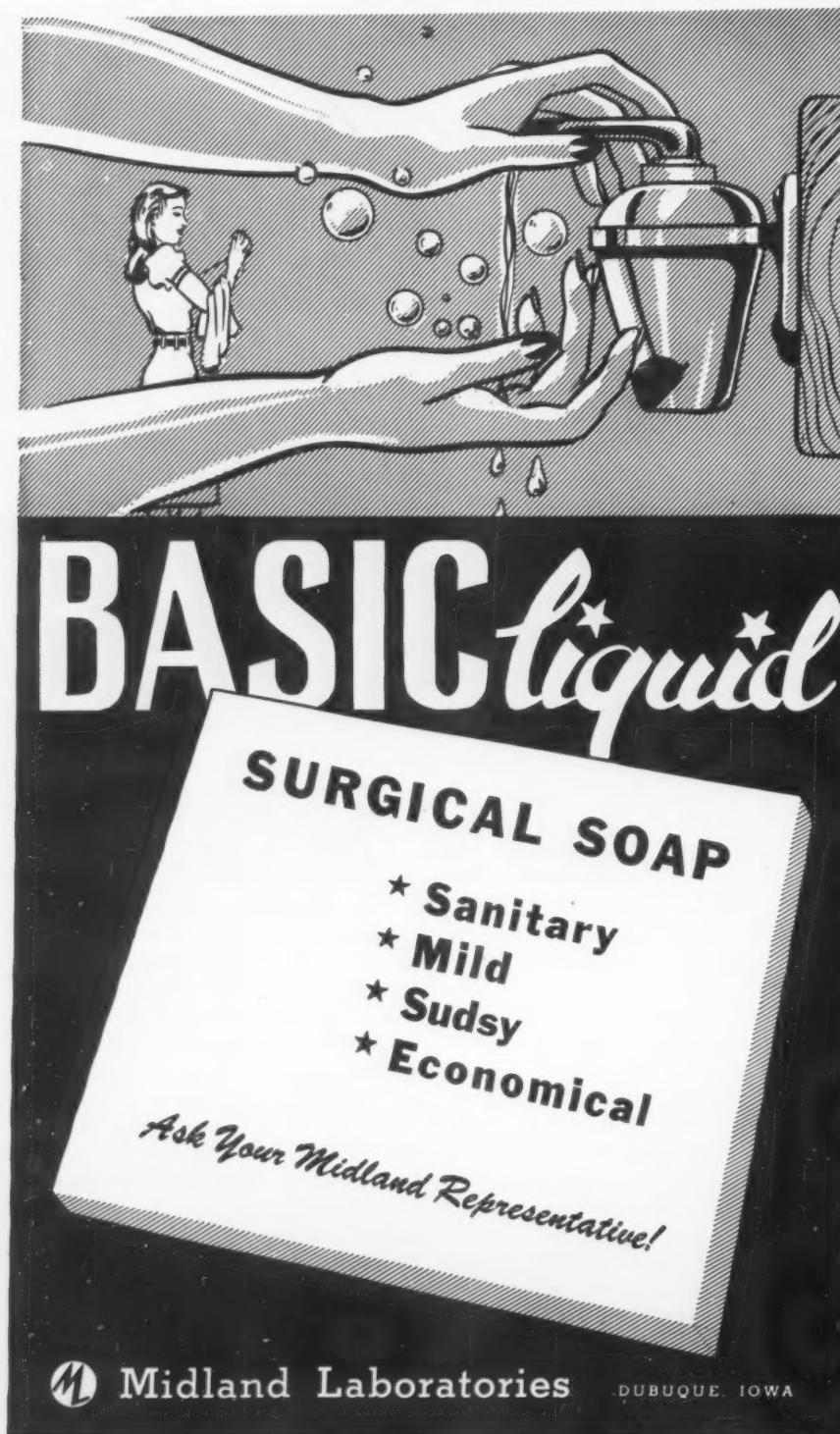
I.E.E.A. Lists Speakers for Annual Meeting April 6 to 8

SPOKANE, WASH.—The Inland Empire Education Association will hold its annual meeting here April 6 to 8. Among the speakers at the meeting will be Ethel Alpenfels, professor of anthropology, New York University; Elsa Schneider, specialist in health instruction and physical education, U.S. Office of Education; Pearl A. Wanamaker, Washington state superintendent of public instruction; E. T. McSwain, dean of University College, Northwestern University; Harold Benjamin, dean of education, University of Maryland; Robert Maynard Hutchins, chancellor, University of Chicago, and Willis Sutton, superintendent emeritus, Atlanta, Ga.

Cincinnati Raises Salaries

CINCINNATI.—Members of the school district's professional staff here received a 12½ per cent increase in salary effective as of the first pay period falling wholly after January 1.

The increase was recommended by Supt. Claude V. Courter. He also asked the board of education to raise the pay of members of the civil service staff of the school system. Their increases in salary range from 7 to 10.1 per cent.



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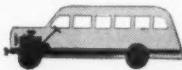
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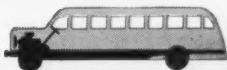
MODEL FS-170

2 models—11,900 and 12,900 lbs. G.V.W. For 36 to 42 pupils.



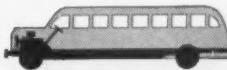
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For 54 pupils.



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2 models—18,300 and 19,000 lbs. G.V.W. For 60 pupils.

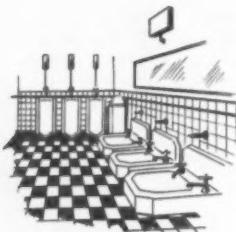
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NEWS...

Education by Radio for Physically Handicapped

NEW YORK.—Physically handicapped children who are unable to attend regular classes in the city's schools are receiving a special program of instruction by radio this semester.

Frank J. O'Brien, associate superintendent in charge of the division of child welfare, said the experiment would be tested first among 461 homebound boys and girls who are students on the high school level. If it proves practicable, the program will be extended to include 1000 physically handicapped elementary and junior high school youngsters.

The instruction is beamed from the board of education's FM station WNYE. Of the high school students who will receive instruction broadcast from WNYE, only 199 now have FM radios. Dr. O'Brien said, however, that an organization of parents of homebound children was so enthusiastic about the new project that it agreed to try to raise funds to buy FM sets for students who cannot afford them.

The program, Dr. O'Brien explained, was partially the result of a recent decision by the board of education to put its 225 teachers of homebound children on a five-day instead of a six-day week. These teachers were the only ones in the system who were required to work six days a week.

Under the new arrangement, the teachers will visit each student's home five times every two weeks instead of six times. The radio programs will make up the loss of one period, which lasts an hour and a half, and actually will be of much more benefit to the student, Dr. O'Brien said.

He pointed out that teachers of homebound children had to instruct in all subjects, whereas with the radio the students would have instruction from teachers in specialized fields.

One-Volume Library on Jobs

WASHINGTON, D.C.—The U.S. Labor Department will release "a one-volume library" on jobs and occupations for the vocational counselor March 15.

Titled "Occupational Outlook Handbook," the volume will consist of 450 pages, covering 280 occupations and professions.

The handbook will describe the nature of work of each occupation, its earnings, and the outlook for finding a job and succeeding in it.

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NEWS...

Fiscal Independence Asked for New York Board of Education

NEW YORK.—The Public Education Association has urged that the New York City Board of Education be made fiscally independent of the municipal government to end alleged interference by local officials in the operation of the public schools.

Charging that the present "dual control" of the school budget was "illegal," the association said it was "imperative" that the public school heads

be given full authority over education funds. This, it declared, would mean "a long step forward toward better schools in New York City."

The recommendation was based on a study of fiscal and administrative control of city school systems in New York State just completed by Frederick C. McLaughlin, the association's educational director.

The association's officers said: "Educators and thoughtful laymen are in agreement that the board of education

should have control of the budget by which it implements its policies. Cuts made (in the budget) by the board of estimate are necessarily made without adequate knowledge of the policies and problems of the school administration."

In his 107 page report, Mr. McLaughlin replied to the critics of fiscal independence for boards of education. Opponents have charged that if the schools were permitted to determine their own budgets without reference to the requirements of other city departments, other essential services "might be starved for funds and the total well-being of the city jeopardized."

Mr. McLaughlin pointed to studies "which clearly prove that where schools have been given complete responsibility for establishing their own budgets they have done so without jeopardizing other municipal functions."

Interferences by city officials in the operation of the New York City schools "have been so marked and so frequent," Mr. McLaughlin charged, "as to have serious effects on the morale of the teaching staff and the general educational well-being of the school children."

He added that "control of the budget implies control of the educational program and means essentially that boards of education should become completely disentangled from all municipal bureaus, departments and functions not under their control."

"City officials," Mr. McLaughlin warned, "can be expected to resist any curtailment of their accustomed powers over school budgets. In order to assure that fiscally independent school boards will function altogether independently of political government and solely in the interest of children, parents, citizens and civic groups must take a greater interest in the operation and well-being of their schools."

Dr. Grace Advocates German Community Councils

NURNBERG, GERMANY.—Alonzo G. Grace, director of the education and cultural relations division, Office of Military Government for Germany (U.S.), believes a vigorous program of community organization by the German people can prevent a return to a centralized regime in Germany.

Speaking to a conference of military government liaison and security officers of the U.S. zone, Dr. Grace enlisted the support of the "grass roots" in fostering

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NEWS...

local initiative and responsibility in German communities. The military government official declared that "the redirection of social institutions demands participation of all the people in a new type of community organization."

He suggested the formation of community councils as a possible method of developing responsibility "from the bottom up." He recommended that local military government officers, located in county seats of the zone, train Germans to participate in such councils.

New York Introduces Program to Aid Slow Learning Students

NEW YORK.—An experimental program designed to aid "slow learning" high school students has been introduced here by the city board of education.

Eighteen high schools are offering special classes for slow learners this semester. The classes feature a modified academic program adapted to the needs and capabilities of the students.

Through the program, according to Frederic Ernst, associate superintendent

in charge of academic high schools, the schools hope to train teachers to instruct slow learners and also to formulate a course of study especially suited to such students. The program may be expanded next fall to include many more schools.

Two and a half years ago, the board, concerned with developing a program of maximum value to the nonacademic minded, established special adjustment classes for high school students whose intelligence quotients began at 85.

"This year," a spokesman for the board said, "we decided to make a frontal attack on the problem by setting up a project in eighteen of our schools. We hope by the end of [this] term to have a body of material that will be suitable for use in the schools in the teaching of slow learners."

UNESCO Formulates Book Coupon Program

WASHINGTON, D.C.—The American Booksellers Association has been appointed to administer the UNESCO book coupon program in this country, Milton S. Eisenhower, chairman of the U.S. National Commission for UNESCO, has announced.

The newly developed book coupon plan is an attempt on the part of UNESCO to make it possible for educators, scientists, professional people and others in war devastated lands to obtain needed periodicals and text and reference books from other countries. The principal obstacle to this has been the lack of foreign exchange.

Under the coupon program, individuals use their own national currencies to buy UNESCO book coupons. These then are sent, together with the purchaser's order for needed books or periodicals, to the publisher or his agent. The coupons are redeemable by UNESCO in the currency of the publisher's country.

In this country the American Booksellers Association will transmit orders and arrange for redemption of the coupons.

Opposes Segregated Schools

WASHINGTON, D.C.—A special committee of the Conference of Presidents of Negro Land-Grant Colleges is circulating reprints from the *Journal of Negro Education* of an editorial entitled, "Why Negroes Are Opposed to Segregated Regional Schools." This is a step in the conference's campaign against the establishment of segregated regional schools.

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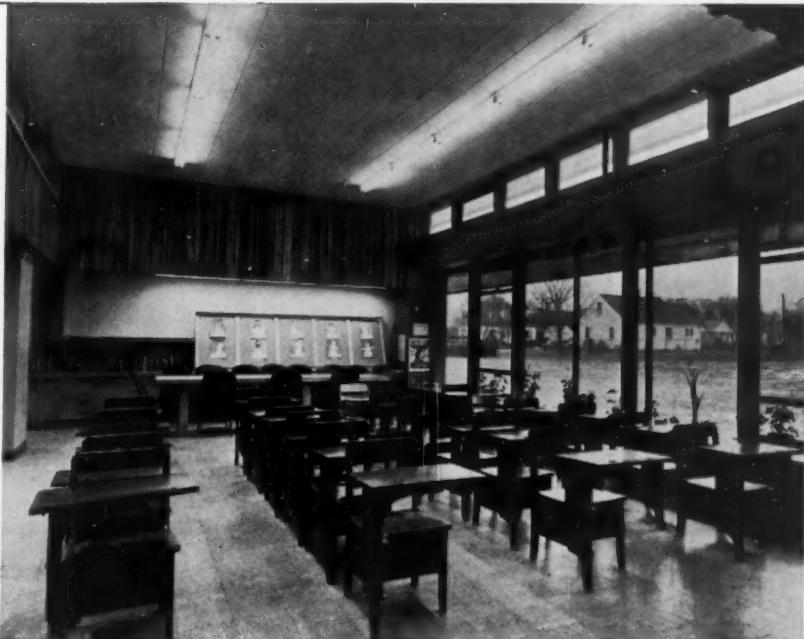
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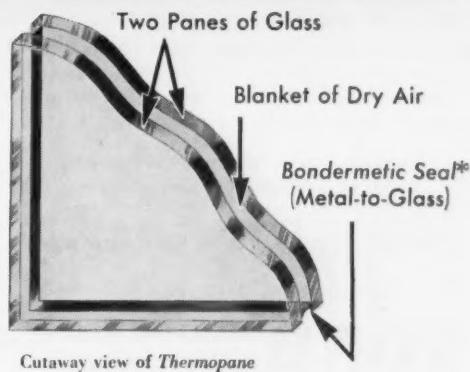
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NEWS...

Check List of School Intergroup Relations Available

NEW YORK.—A check list for a self-audit of school policies and practices in intergroup relations is available from the commission on educational organizations of the National Conference of Christians and Jews, 381 Fourth Avenue, New York.

The check list was prepared especially for Brotherhood Week, February 20 to 27. A national committee headed by Nelson Rockefeller sponsored observance of the week. Willard E. Goslin, 1948 president of the American Association of School Administrators and superintendent of schools at Pasadena, Calif., was chairman of the schools and colleges section of the committee.

Dr. Goslin said: "Education for democratic group relations has made steady progress in the last four or five years. Many schools have now moved forward with important achievements to their credit. We have learned a great deal in recent years about the best materials and methods for intergroup education.

"As significant as such efforts have been, there is much that remains to be done. The important task now is to involve far more administrators, teachers and schools in establishing sound policies and practices for good group relations. No school or community can afford to be complacent about this problem. Even where there are no overt expressions of intergroup conflicts and problems, latent hostilities and prejudices may exist."

Teachers Union Survey Lists New York City School Needs

NEW YORK.—New York's public school system will need 12,000 new teachers and nearly \$700,000,000 for school buildings and repairs by 1956, according to a survey made for the Teachers Union, CIO.

The union declared that about 5000 teachers had resigned since 1939 and that 250 classes opened last September without teachers. It attributed the lack of teachers to "low pay and difficult conditions."

"One out of every five classrooms is in a building that is not fireproof," the union charged, and "one out of every four building units is between fifty and 100 years old."

The report said the shortage of teachers and school buildings was nationwide and that it could be met fully only "by help from the federal government."



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NEWS...

Bill Calls for Investigation of New York City School System

NEW YORK.—A bill calling for investigation of the New York City Board of Education and the entire school system has been introduced in the state assembly at Albany.

The measure calls for a sweeping inquiry into the financial operations of the school board to attempt to discover whether "waste, duplication and inefficiency" exist. A special investigating committee would be established and

would need \$50,000 and a year's time to complete its study.

Sponsor of the bill is Frank J. McMullen, Republican from Kings County. He predicted that the study would show that the schools could be operated more efficiently on the same amount of money now being spent.

"I don't believe that the board of education has ever been audited," he said. "A full-scale inquiry would provide us with factual information that could be used in making constructive recommen-

dations. This is particularly important today, when we face such a huge budget and when our school building program will run into millions of dollars."

German Adult High Schools Try to Attract More Students

NURNBERG, GERMANY.—A Bavarian "people's high school" has printed its program on ration cards, with the approval of the local food office, to attempt to attract a greater number of students.

Attendance at the twenty-two adult education schools in the U.S. zone in Germany has dropped 50 per cent since currency reform. Recently enrollment has been increased by more active publicity campaigns, introduction of new courses and revision of the existing curriculum. The institutions now are emphasizing improved teaching methods and greater student participation.

Folk dancing courses, transportation service to rural communities and documentary film matinees are among the means used to arouse interest in the adult education program.

In Bremen and Württemberg-Baden adult schools have cooperated with leading industries and municipal administrations in instituting training courses for employes of these organizations.

Children Learn More in Friendly Atmosphere

NEW YORK.—The old slogan, "The teacher's job is to learn them, not love them," is giving way to "Love them first, learn them later," Clare C. Baldwin, assistant superintendent of schools in New York City, told 500 teachers and parents at the annual conference here of the Play Schools Association.

The latter policy, he said, would not sacrifice "any of the academic values, for the indisputable fact is that children learn more in a friendly democratic classroom climate than they do under an authoritarian regime."

Dr. Baldwin asserted that evidence was available to show that the new methods resulted in "improved school attendance, less delinquency, fewer parental complaints, and more contented teachers and pupils."

Junior High School Conference

NEW YORK.—"Adapting the Junior High School to the Needs of Early Adolescence" will be the theme of the annual junior high school conference sponsored by the School of Education at New York University, March 25 and 26.

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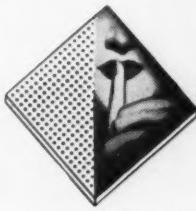
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NEWS...

Plans European Conference on Comparative Education

NURNBERG, GERMANY.—German school officials and civic leaders and educators from Western Europe will meet in a European conference on comparative education April 25 to 29 in the U.S. zone, the education and cultural relations division of the Office of Military Government for Germany (U.S.) has announced.

Alonzo G. Grace, director of the division, said the conference is designed to

"discuss educational progress in European countries during the past fifteen years and some of the common problems which confront all educators."

Delegates will be invited from the United States, Norway, Sweden, Denmark, Switzerland, Luxembourg, Belgium, Holland, France and Great Britain.

New York Superintendent Stresses Democracy Study

NEW YORK.—No institution or free man can be neutral in the world struggle

between democracy and totalitarianism, William Jansen, superintendent of schools, asserted in a radio address to the city's 35,000 teachers.

He urged the city's schools to adopt a "strong, positive approach" to teaching democracy and said they must increase "knowledge and pride in our American way of life."

Teachers, he declared, "have the obligation to inform their pupils of the nature of totalitarianism, with its denial of the dignity and worth of the individual, its attack on religion, its regimentation of the press, its secret police force and its insistence that small groups should be entrusted with dictatorial powers."

The broadcast was Dr. Jansen's second to the city's school system since he took office.

Urge Youth Be Given Part in Developing Education

NEW BRUNSWICK, N.J.—American youth should be permitted to help develop its own educational requirements in the face of badly needed overhauling of the secondary school system, according to Paul Collier, director of youth services in the Connecticut State Department of Education.

Mr. Collier told the North Atlantic regional conference of the National Vocational Guidance Association that secondary education has lost sight of the part that should be played by the "customers," the students themselves, and remarked:

"Allow youth to conduct and evaluate the program. The teachers should step into the background a little and allow youth to take a bigger part in the selection of the needs."

"Youth wants economic security; he wants information, and he wants experience. He wants exploration in various lines of work, and he wants vocational training for a job that is in existence."

School Lunch Gain in New York

ALBANY, N.Y.—Since September there has been a 10 to 15 per cent increase in the number of school lunches served in New York State schools participating in the federal-state school lunch program.

The increase was reported at a meeting of the New York State School Lunch Advisory Committee in February. Seventy-five representatives of agencies concerned with school lunches and nutritional education were present.

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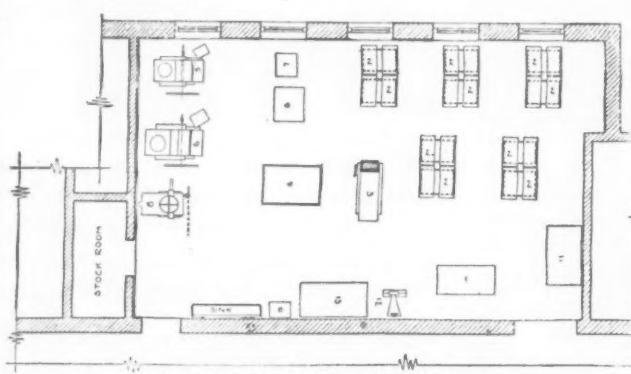
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A Typical Planning Committee at Work

The ATF Department of Education has assisted School Architects and Administrators for over 30 years in the planning of Graphic Arts Departments. This specialized engineering service is available without obligation to school officials and architects who are preparing new school building plans. In the preparation of all layouts, due consideration is given to the correct location of the equipment to provide for maximum operating efficiency, correct lighting and pupil safety.



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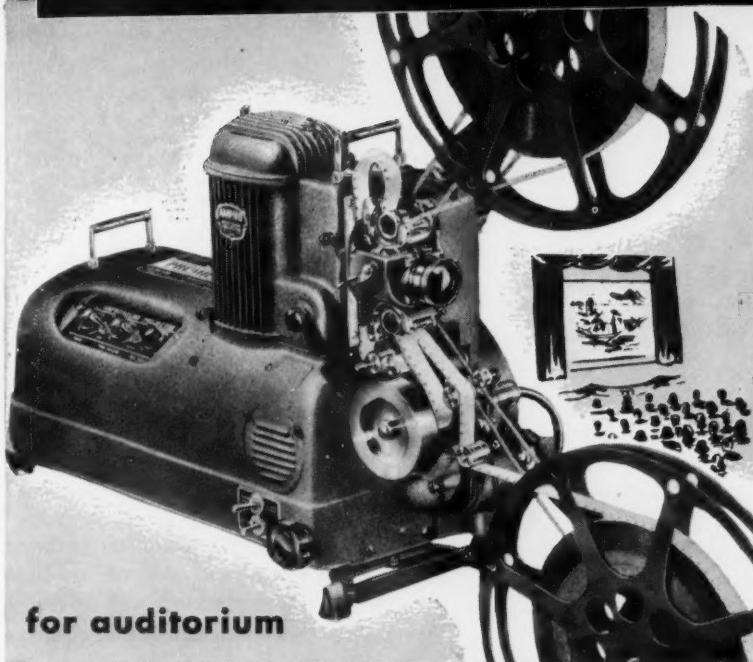
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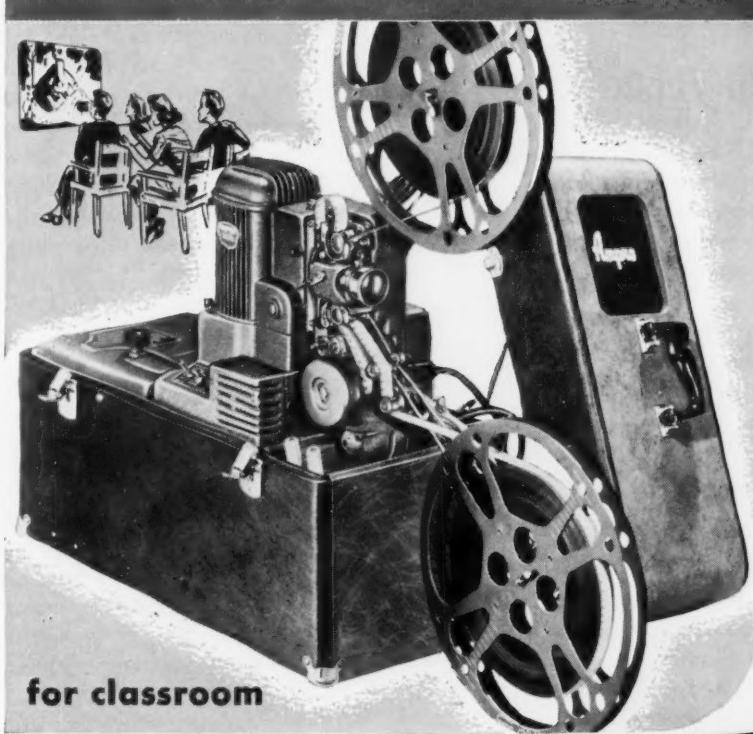


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NEWS...

Publication Lists Sources of Teaching Materials on Aviation

WASHINGTON, D.C.—More than 200 new sources of teaching materials on aviation were announced in a publication released by the Civil Aeronautics Administration.

The list gives the names and addresses of commercial organizations, nonprofit groups and educational organizations which distribute charts, pamphlets, brochures and pictures dealing with problems of flight and their implications.

The government brochure is entitled "Sources of Free and Low Cost Materials." It may be obtained free from the Civil Aeronautics Administration, Washington 25, D.C.

250,000 Students Take Part in Voice of Democracy Contest

WASHINGTON, D.C.—More than 250,000 high school students took part in the 1948 Voice of Democracy speaking contest, the National Association of Broadcasters announced.

Four boys were chosen national winners. They are Richard Caves, Everett, Ohio; Charles Kuralt, Charlotte, N.C.; George Morgan Jr., Hutchinson, Kan., and Kerron Johnson, St. Paul.

The winners were honored at a dinner given in Washington February 23. Their winning talks were recorded and will be made available on loan through the Transcription Exchange Service of the U.S. Office of Education.

The Voice of Democracy contest is sponsored each year by broadcasters, radio dealers, and junior chambers of commerce. The U.S. Office of Education is a co-sponsor.

Flight Training Course Offered to Education Students

URBANA, ILL.—The University of Illinois is offering a new flight training course for education students to give prospective high school teachers practical knowledge about flying.

The course, which includes ten hours of flight training in addition to class-work, is offered through the university college of education and the institute of aviation. It is optional for students enrolled in a required "workshop" course.

The university originated "flight experience" training in 1947 because it recognized the need of teachers for some practical knowledge of aviation—"in order to keep pace, at least, with the younger generation."

The new course is an expansion of the 1947 one. It includes two cross-country flights and visits to the Chicago municipal airport, the civil aeronautics administration weather bureau, and the traffic control center.

Travel Abroad Made Easier

WASHINGTON, D.C.—Students and teachers visiting Western and Northern Europe should find many of the inconveniences resulting from official travel barriers by foreign countries have been reduced, the State Department reports.

American citizens may enter Great Britain and Northern Ireland without British visas for a temporary period of stay. The Belgian government has announced that American citizens visiting Belgium for a period not exceeding two months do not need visas. Italy, Denmark, Norway, Sweden, Switzerland, Luxembourg and the Netherlands also have abolished visa requirements for short-term visits by Americans.

Such action, however, does not include waiving of passport regulations.

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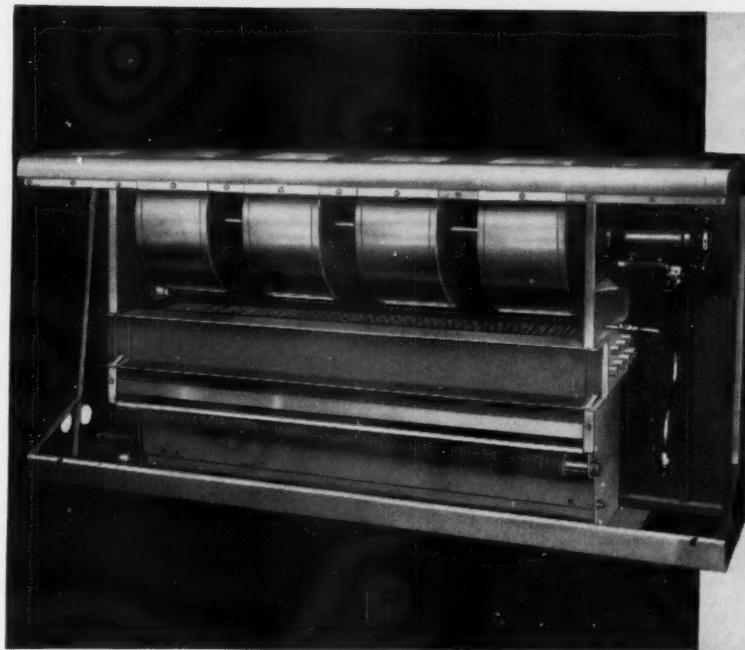
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This new Unit Ventilator—the result of Herman Nelson craftsmanship and 40 years of pioneering and leadership in the Heating and Ventilating Industry—contains many exclusive features of design and construction which provide superior results.

Take for example Herman Nelson's "draw thru" design, in which the motor is located in the end compartment. This permits full utilization of the suction chamber for the housing of larger fans with lower tip speeds, assuring quicker operation. In addition, convection of heat when fans are not

running often makes it unnecessary to use supplementary radiation.

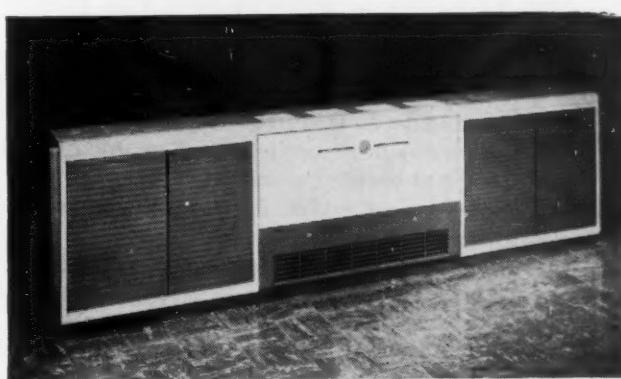
Incorporated also is a new heating assembly with a pressure equalizing device, which, for the first time, permits gradual throttling of the steam supply for **uniform temperature control**.

Remember that these are but two of the exclusive features which assure more healthful, comfortable classroom air conditions when you select Herman Nelson Unit Ventilators.

Another thing to remember is that the simple functional design of this new Herman Nelson unit provides more economical, trouble-free operation, together with lasting service.

Integral Design for New Classroom Flexibility

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NEWS...

Two German Students to Attend Teacher Colleges Here

NURNBERG, GERMANY.—Two of nine top ranking German college students coming to this country to study will attend teacher training colleges, according to the education and cultural relations division of the Office of Military Government for Germany (U.S.).

The students have been awarded scholarships at American universities and colleges under military government's student exchange program.

Albin Eber of Bamberg will attend Georgia State Teachers College, while Franz Joseph Korbacher of Stuttgart will study at the New York State Teachers College.

Small Schools Are Expensive in Illinois

CARBONDALE, ILL.—Small schools in Illinois are expensive in terms of annual per pupil costs, according to a research study released by Howard Bosley, chairman of the school reorganization com-

mittee at Southern Illinois University College of Education.

During the school year ending in June 1946, 268 high schools in Illinois had an enrollment of 100 students or fewer; their cost was \$317.04 per student per year. In the ninety-eight high schools in the state with enrollments of 300 or more the cost per student per year was \$174.46.

Dr. Bosley said: "It is doubtful if administrative reorganization of Illinois schools will reduce the cost of public education in the state as a whole. However, the consolidation of small schools into larger units will provide greater educational opportunities for children, and in most cases at little if any additional cost, even where transportation is necessary."

UNESCO Mission Studies Philippines' Education Problems

WASHINGTON, D.C.—A UNESCO mission is studying problems of civic information and education and helping in the development of a program of adult as well as primary education in the Philippine Islands.

Head of the mission, which arrived in the Philippines February 5, is Floyd Reeves, specialist in educational administration on leave from the University of Chicago. His assistants are Paul Hanna of Stanford University, expert in elementary school education, and Dean Cliff A. Lewis of the Ontario College of Education, Toronto, Canada.

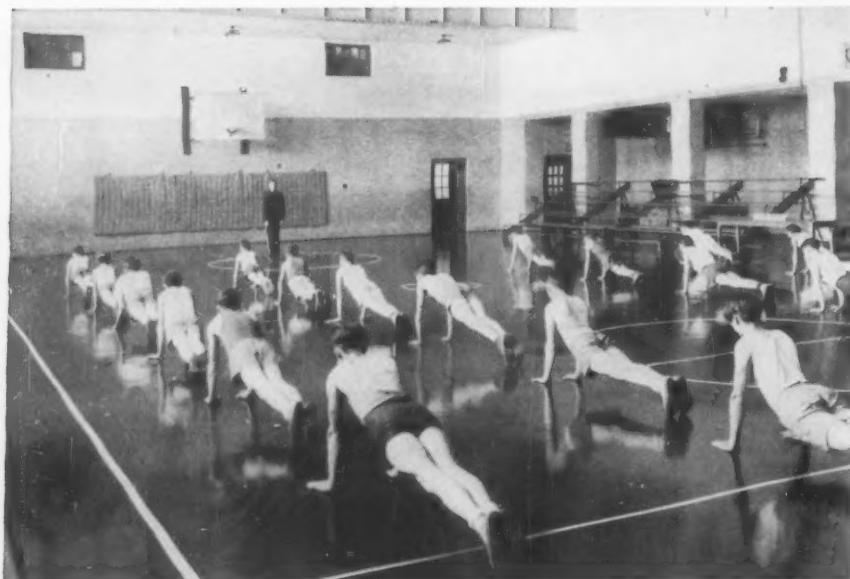
At the conclusion of its work, which will take about three months, the mission will submit its recommendations to the Philippine government as a basis for the drafting of new education legislation. The government is meeting part of the mission's expenses under the terms of the contract which it signed with UNESCO.

New York Extends Age Limit for Teachers

NEW YORK.—The board of education has extended the age limit for the examination for teachers in the city's elementary schools from 35 to 40.

The new top limit of 40 years will be subject to the usual year by year extension to honor the service of substitute teachers in the city schools during the last five years, a board spokesman said. For an applicant who has served as a substitute teacher continuously during the last five years, the top age limit will be 45 instead of 40.

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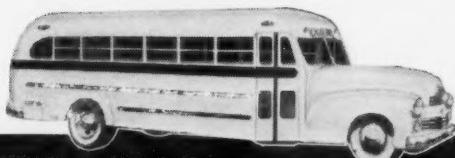


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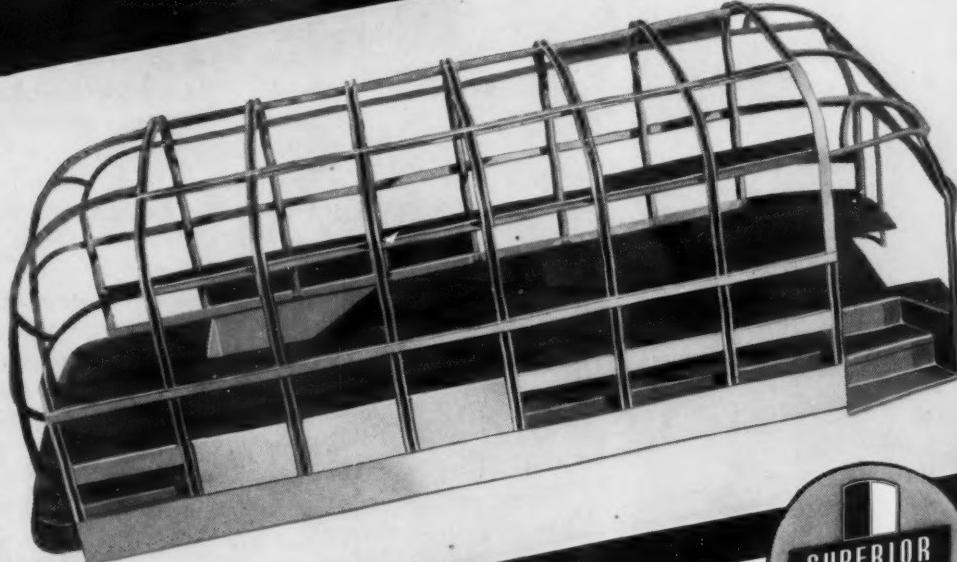
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13RAH

NAMES IN THE NEWS

SUPERINTENDENTS...

William M. Alexander, assistant superintendent at Battle Creek, Mich., will become superintendent at Winnetka, Ill., July 1. He succeeds Harold Shane, who is resigning to accept an appointment as professor of education at Northwestern University. Dr. Alexander was a social



studies teacher at McKenzie, Tenn.; a research assistant in curriculum at George Peabody College, Nashville, Tenn.; assistant director of curriculum for the Cincinnati schools, and associate professor of education at the University of Tennessee before he went to Battle Creek in 1946. He has taught in summer sessions at Columbia University, the University of Colorado, and the University of Denver.

Paul R. Pierce has been appointed assistant superintendent in charge of in-

struction and guidance in Chicago. Mary E. Courtenay, a district superintendent, is the new assistant superintendent in charge of education. Hobart Sommers, principal of Austin High School, was named assistant superintendent in charge of vocational education.

Raymond N. Brown, superintendent at Meriden, Conn., since 1938, will retire August 1.

Gilbert Farvell, superintendent of the second district in Cattaraugus County, New York, has retired.

Clifford Rykken, principal of the senior high school at Alexandria, Minn., has been named acting superintendent of schools there for the remainder of the school year. Supt. H. N. Peterson was given a leave of absence for the same period because of illness.

Arch W. Fortune, superintendent of the second district in St. Lawrence County, New York, has retired.

Arthur A. Radley, formerly supervising principal of Central School at Waterville, N. Y., has been elected superintendent of the second supervisory district of Oneida County, New York. He succeeded Harry C. Buck, who retired.

Wallace W. Rayfield, superintendent of the first district of Monroe County, New York, has retired.

Supt. Herbert B. Bruner of Minneapolis has been appointed to the consulting council of the air coordinating council of the President's Air Commission.

C. C. McCollum, superintendent of schools in Jefferson County, Georgia, for fifteen years, has retired.

Millard D. Bell, superintendent at Wilmette, Ill., has been elected president of the Illinois Association of School Administrators.

Joseph E. Liddicoat, formerly superintendent at Lexington, Mich., has been appointed superintendent of schools for Tuscola County, Michigan. He succeeds Ben H. McComb, who resigned recently because of ill health after serving for thirty-four years as county commissioner.

Burt M. Robinson, superintendent of schools in the fourth district of Herkimer County, New York, has retired.

Eugene F. Conant has resigned as supervising principal of the Canajoharie Central School system, Canajoharie, N.Y., to accept a position as superintendent of schools in Johnstown, N.Y. Erle Ackley, present Johnstown superintendent, will retire July 1.

R. E. Butler has resigned as superintendent at LeRoy, Kan., to accept a similar position at Belleville, Kan.



650

REPORT CARD

HMETIC	A
GRAPHY	A
STORY	B
GLISH	A
PELLING	A
READING	A
PHYSICAL EDUCATION	A

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Every one of these qualities means lower maintenance for you (the captions tell you how!). Yes, low upkeep is the big feature of all Crane school fixtures—and you'll find them in a type and size for students of any age.

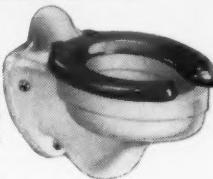
For full details, see your Crane Branch, Crane Wholesaler, or Plumbing Contractor, whether you plan a new installation or the modernizing of your present facilities.

Low Maintenance—through easy replacement! To renew one of these Dial-eze faucets, you just slip out the old cartridge unit, slip in the new. One unit fits all Crane faucets. Shown, the Crane Norwich Lavatory.



Low Maintenance—through long life! This Crane Corwith fountain is built to take the tough usage it's certain to receive. Crane builds this extra life not only into the fixtures themselves, but also into the piping that makes them work.

Low Maintenance—through easy cleaning! Wall-mounted toilets like this Crane Rapidway make thorough cleaning a matter of seconds. Once over with a damp cloth, and even old Crane fixtures shine like new!



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NEWS...

PRINCIPALS...

Martha H. Clarke retired February 1 as principal of Columbus School, Mount Vernon, N. Y. She had been associated with the Mount Vernon schools for the last thirty-four and one-half years.

E. A. Cournyer, high school principal at Owosso, Mich., for the last twenty-four years, will retire at the end of this school year. **Glen Haidt**, industrial arts instructor at the school, has been appointed to succeed Mr. Cournyer.

Guy N. Hartman has been named su-

pervising principal of schools in Boswell Borough, Jenner Township and Jenners-town, Pennsylvania.

Roy V. Maneval, assistant principal at Central High School, Tulsa, Okla., was appointed to succeed **Frank Lee Sensintaffar** as principal of Horace Mann Junior High School in Tulsa. Mr. Sensintaffar became principal of Sequoyah Elementary School, succeeding the late **J. Harold Haynes**. He also was named principal of the new Owen School, opened this year to relieve congestion at Sequoyah.

Murray J. Wright, headmaster of Nashua Junior High School, Nashua, N. H., has resigned.

Harry DeWire, principal of William Penn High School, Harrisburg, Pa., will resign at the end of the school year.

Lyle Hotchkiss, principal of Salina School at Dearborn, Mich., has been elected president of the Michigan Secondary School Association.

Milton Kuhlman, principal at St. Louis Park, Minn., has been named principal of the new \$1,250,000 high school at Edina, Minn. The school will open next fall.

Lee A. Graver is the new principal of Nazareth High School, Allentown, Pa. He succeeded the late **Gordon Feller**.

Arthur J. Flanagan has been appointed principal of Carroll School at Peabody, Mass., succeeding **Robert F. Johnson**, who resigned. **John Doyle** succeeds Mr. Flanagan as principal of Center School at Peabody.

F. H. Goldsmith is the new high school principal at Carson, N.D.

Grace Heron, principal of Mary Institute, Clayton, Mo., for the last six years, will retire from that position at the end of the school year.

OTHERS...

Edgar L. Morphet has been appointed chief of school finance in the U.S. Office of Education. Dr. Morphet formerly was general consultant to the Florida State Department of Education. During recent months he served as associate research director for the study of education sponsored by the Council of State Governments. In 1946-47 he was executive secretary of the Florida Citizens Committee on Education. He has been executive secretary and editor of publications of the Southern States Work Conference on Education Problems since it was organized in 1940. He has served as consultant for statewide school surveys in Indiana, North Carolina, Alabama, Idaho, New Mexico, and South Carolina; for state study groups in Montana and Texas, and for local studies in Maryland and Kentucky. He has taught at various times at Wisconsin, Alabama, Florida, Florida State, and Pennsylvania universities, and Alabama Polytechnic Institute.



Boyd C. Jacobs, high school principal at Chehalis, Wash., for the last twelve



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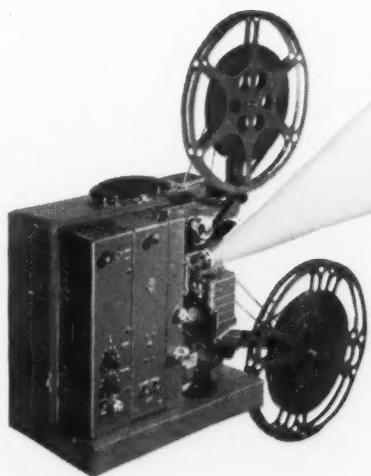
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Before you buy any 16mm sound projector—see and hear the RCA "400." Let your eyes and ears decide why the RCA "400" assures you of the utmost in 16mm sound film projection. Fill in and mail coupon for more detailed information.

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NEWS...

years, has been named assistant secretary of the Washington State Teachers' Retirement System.

Roland S. Stolle, high school principal at Kingsford, Mich., has been appointed consultant on school plant and school district reorganization in the Michigan Department of Public Instruction.

Arthur W. Lundahl has been appointed the first director of business affairs for the schools at Rockford, Ill. He formerly was assistant principal of West High School at Rockford.

Philip L. McNamee retired January 28 as assistant superintendent in charge of vocational education in the Chicago public schools. He had been a teacher or industrial coordinator since 1917 and an assistant superintendent since 1941. He has accepted the position of director of educational research for the American



School, a home study school which is located in Chicago.

IN THE COLLEGES...

Hugh M. Shafer, for nearly head of the department of education of Morehead State College in Kentucky, has been appointed to the staff of the school of education of the University of Pennsylvania. Also named to the school of education faculty were William B. Castetter, formerly on the faculty of Lebanon Valley College, Annville, Pa.; Lee O. Garber, recently specialist in education for the Tennessee Valley Authority, and Albert I. Oliver, from the University of Colorado.

R. Clyde White has been appointed director of institutional research at Western Reserve University. He will make studies of educational programs and projected plans in relation to the development of the university's service and physical facilities.

Sir George Sansom, former British diplomat and specialist in Far Eastern affairs, has been named director of Columbia University's new East Asian Institute for graduate studies.

DEATHS...

Lamar C. Grubb, superintendent at Whiting, Ind., died January 17. He had been associated with the Whiting schools for thirty-five years and had been superintendent since 1943.

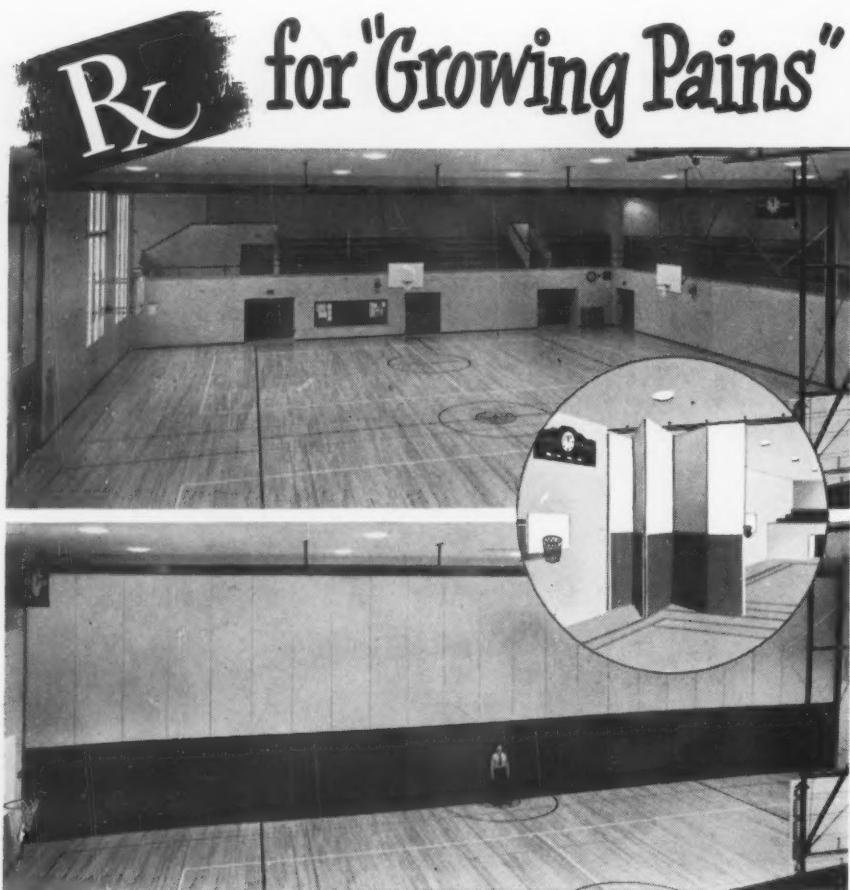
John C. Nicklas died January 14. Two days before his death he had been named supervising principal of schools at Stowe Township, Pa., to succeed Gale F. Stroup, resigned. Mr. Nicklas had been Stowe Township High School principal for nineteen years.

Isaac O. Winslow, 92, superintendent emeritus at Providence, R.I., died recently. He was superintendent from 1913 until 1929, when he was named the first superintendent emeritus in Providence history.

Charles F. Thellusson, principal of Junior High School 115 in New York City from its opening in 1914 until his retirement a year ago, died January 29.

L. L. Landberg, junior high school principal at Central High School, Crookston, Minn., died recently.

Margaret C. Hill, 70, teacher and administrator in the school system of Jersey City, N.J., for forty years, died at her home there January 18. She was general supervisor of intermediate grades from 1928 until her retirement in 1943.



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AUTOMATIC—ELECTRIC

Growing enrollments plus higher building costs require maximum service from every foot of school space. That is why more and more new school plans call for gymnasiums and auditoriums equipped with R-W FoldeR-Way Partitions.

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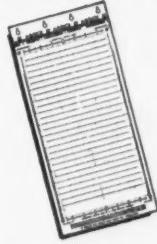
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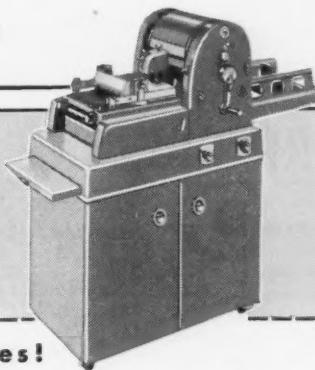
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COMING EVENTS

MARCH

25-26. Junior High School Conference, School of Education, New York University.

27-30. A.A.S.A. regional conference, Philadelphia.

27-30. N.E.A. Department of Elementary School Principals regional conference, Philadelphia.

28. American Educational Research Association regional meeting, Philadelphia.

29-April 1. International Lighting Exposition and Conference, Chicago.

30-April 1. Model General Assembly on

International Relations, Rutgers University, New Brunswick, N.J.

31-April 2. Midwest Conference on Rural Life and Education, University of Nebraska, Lincoln.

31-April 2. United Nations Educational, Scientific and Cultural Organization, national conference, Cleveland.

APRIL

4-7. National Conference on Higher Education, Chicago.

6-8. Inland Empire Education Association, Spokane, Wash.

Meeting dates for national and regional programs

13-16. Eastern Business Teachers Association, New York City.

17-22. Joint meeting, American Association for Health, Physical Education and Recreation, and Eastern District Association for Health, Physical Education and Recreation, Boston.

18-21. National Vocational Guidance Association, Chicago.

18-22. Association for Childhood Education study conference, Salt Lake City.

19-22. National Catholic Educational Association, Philadelphia.

19-22. Convention of American Association of Health, Physical Education and Recreation, Boston.

MAY

4-6. New York State Conference on Supervision, Syracuse, N.Y.

12-14. American Industrial Arts Association, St. Louis.

15-18. Fourth National Conference on Citizenship, New York City.

JUNE

20-22. National Conference of Student Councils, Cincinnati.

29-July 2. National Conference on In-Service Growth of Teachers, N.E.A. Commission on Teacher Education and Professional Standards, University of New Hampshire, Durham, N.H.

JULY

3-8. National Education Association, Boston.

3-8. Department of Administrative Women in Education, Boston.

3-8. N.E.A. Department of Elementary School Principals, Boston.

4-5. United Business Education Association, Boston.

11-22. Conference on Elementary Education, Department of Elementary School Principals, Boston.

11-22. N.E.A. Department of Classroom Teachers, Plymouth Teachers College, Plymouth, N.H.

25-Aug. 19. N.E.A. Institute of Organization Leadership, Washington, D.C.

OCTOBER

2-6. Association of School Business Officials, Boston.

10-12. County and Rural Area Superintendents, Memphis, Tenn.

13-15. American Conference of Teacher Examiners, Chicago.

13-17. National Council on Schoolhouse Construction, Indianapolis.

24-28. National Safety Congress and Exposition, Chicago.

NOVEMBER

6-12. American Education Week.

The NATION'S SCHOOLS



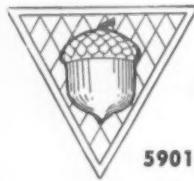
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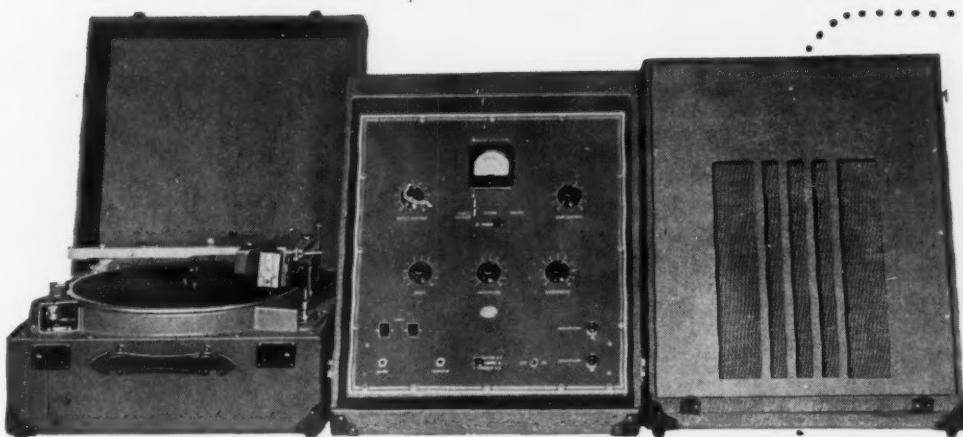


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PRESTO Portable Microgroove Recorders

Check these Advantages:

- ✓ Cuts recording costs in half
- ✓ Less than half the library space needed
- ✓ More than twice as much recording to a side

THESE new recorders are the Presto K-10 and Y-3, redesigned versions, for microgroove recording, of the famous K-8 and Y-2. Just think—for every inch of disc on either recorder, there's a full 6½ minutes of recording. This means much lower recording costs, for you have longer playing time, use fewer discs, and need much less space for your recording library.

More than just a recorder, Presto equipment is also a public address system and a record player.

You know how essential Presto can be for speech correction, voice training and teaching languages. Less obvious, but of equal importance, is the use you'll make of Presto in recording plays, choral work, classroom progress and many

other activities in accordance with modern teaching techniques. You can also record notable radio broadcasts.

Write today for complete specifications and full information concerning the Presto model best suited to your needs.

New Microgroove Turntable

MICROGROOVE calls for an extremely accurate and vibration-free playback turntable. The new Presto consists of a 12-inch, heavy, cast-aluminum turntable mounted on an aluminum panel. Uses two large motors—one for 78, the other for 33½ RPM (or available with one motor if only one speed is desired).



K-10 (above)—This is the famous time-tested Presto K-8 portable recorder, record player and public address system redesigned for microgroove as well as regular recording. Records 30 minutes on one side of a 13½-inch disc. Ideally suited for all schools, teachers of speech, music, dramatics.

Y-3 (at top)—This is the Presto Y-2 portable recorder and playback, redesigned for microgroove as well as regular recording. Records for 15 minutes on only 2½ inches of a 16-inch disc. One-half hour of high fidelity or 40 minutes of slightly lower fidelity on one side! Fills the need for 16-inch transcription and playback equipment which is easily portable yet capable of producing very high grade recordings.

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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ANNUAL REPORTS

The Common School Through the Twelfth Grade. By Lowell P. Goodrich, supt. of schools, Milwaukee. Many illustrations. Pp. 55.

AUDIO-VISUAL

How to Conduct a Community Film Forum. By Robert H. Schacht, director, bureau of information and program services, University of Wisconsin extension division. Film Council of America, 6 W. Ontario St., Chicago 10. Pp. 16. 15 cents.

CURRICULUM

Gertrude's New House. Story based on actual unit on housing in third grade. Designed to

improve community living. Published under grant from Alfred P. Sloan Foundation, Inc., by Florida Committee for the Improvement of the Applied Economics Part of the Teacher Education Program, 817 P.K. Yonge Bldg., Gainesville. Pp. 51. 25 cents.

Monday, Tuesday and Always. By Lillian Page Hough. Illustrations by Phoebe Young Snover. Designed to improve community living. Published under grant from Alfred P. Sloan Foundation, Inc. University of Florida Project in Applied Economics, Florida Curriculum Laboratory, College of Education, Gainesville. Pp. 48. 30 cents.

Mathematics at Work. By Holbrook L. Horton. Practical applications of arithmetic, alge-

bra, geometry, trigonometry and logarithms to the step-by-step solutions of mechanical problems. The Industrial Press, 148 Lafayette St., New York 13. Pp. 728. \$6.

You. By Helen Shaeter and W. W. Bauer, M.D. Case studies of health and personal development for Grade 5. Scott, Foresman and Co., Chicago. Pp. 288. \$1.56.

You and Others. By Helen Shaeter and W. W. Bauer, M.D. For Grade 6. Scott, Foresman and Co., Chicago. Pp. 188. \$1.56.

"Arithmetic 1948." Compiled and edited by G. T. Buswell. Papers presented at the third annual conference on arithmetic held at the University of Chicago July 7 to 9, 1948. Supplementary Educational Monograph No. 66, October 1948. University of Chicago Press, Chicago 37. Pp. 90. \$2.50.

Teacher's Guide for Health Education. By Morey R. Fields and Avis E. Edgerton. Remsen Press, 26 Court St., Brooklyn 2, N.Y. Pp. 509. \$5.

GUIDANCE

A Practical Handbook for School Counselors. By Clifford E. Erickson, director, institute of counseling, testing and guidance, Michigan State College. Question-and-answer style. For elementary, secondary and college levels. Ronald Press Co., 15 E. 26th St., New York 10. Pp. 224. \$3.

HIGHER EDUCATION

Postgraduate Education in High Schools, 1947-48. By Homer Kempfer, specialist for general adult and post high school education. U.S. Office of Education Pamphlet No. 106. Pp. 11. U.S. Government Printing Office, Washington 25, D.C. 10 cents.

SCHOOL HOUSING

School Housing Needs in City-School Systems, 1947-48. N.E.A. Research Bulletin, Vol. XXVI, No. 4, December 1948. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Pp. 23. 50 cents.

Proceedings of Second School Plant Conference and Suppliers' Exhibition at the University of Texas. Edited by L. B. Ezell and R. C. Hammock. Pp. 128.

TESTS AND MEASUREMENTS

Intellectual Abilities in the Adolescent Period. By David Segel, specialist in tests and measurements. A statement of the principles of the growth and significance of intellectual abilities and implications for the educational program. U.S. Office of Education Bulletin 1948, No. 6. Pp. 41. U.S. Government Printing Office, Washington 25, D.C. 15 cents.

Sociometry in Group Relations, a work guide for teachers. By Helen Hall Jennings, in association with staff of Intergroup Education in Cooperating Schools. American Council on Education, 744 Jackson Place N.W., Washington 6, D.C. Pp. 86. \$1.25.

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School Bus Maintenance. By E. Glenn Featherston, specialist for pupil transportation. U.S. Office of Education Bulletin 1948, No. 2. Pp. 42. U.S. Government Printing Office, Washington 25, D.C. Pp. 42. 15 cents.

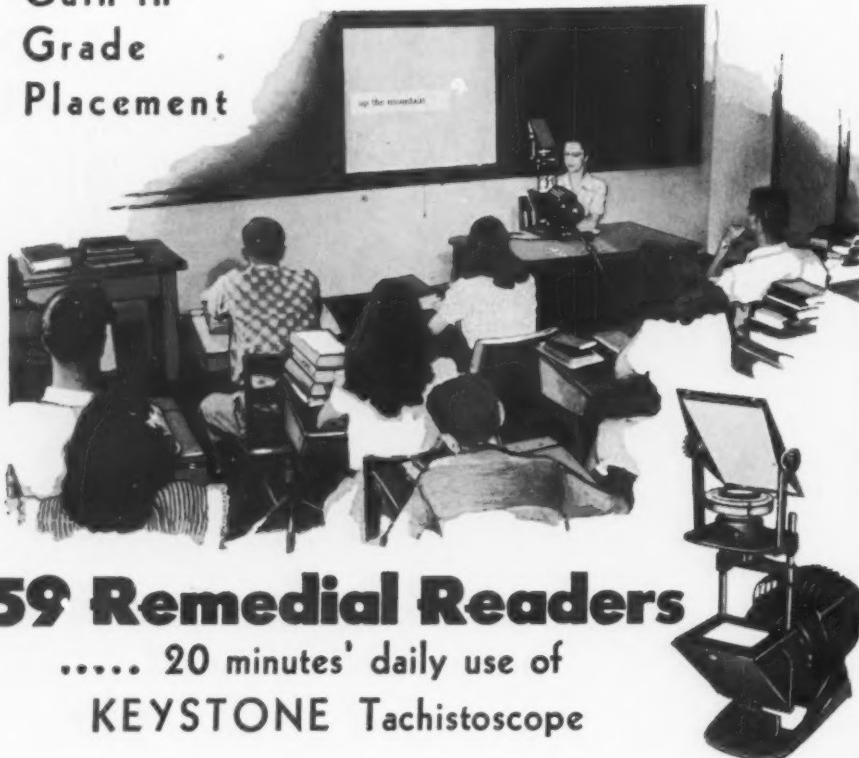
OF GENERAL INTEREST

Church, State, and School. By Tully Nettleton. Reprinted from The Christian Science Monitor. The Beacon Press, Boston. Pp. 371. 25 cents.

The Carnegie Foundation for the Advancement of Teaching. Forty-Third Annual Report, 1947-48. The Merrymount Press, Boston. Pp. 155.

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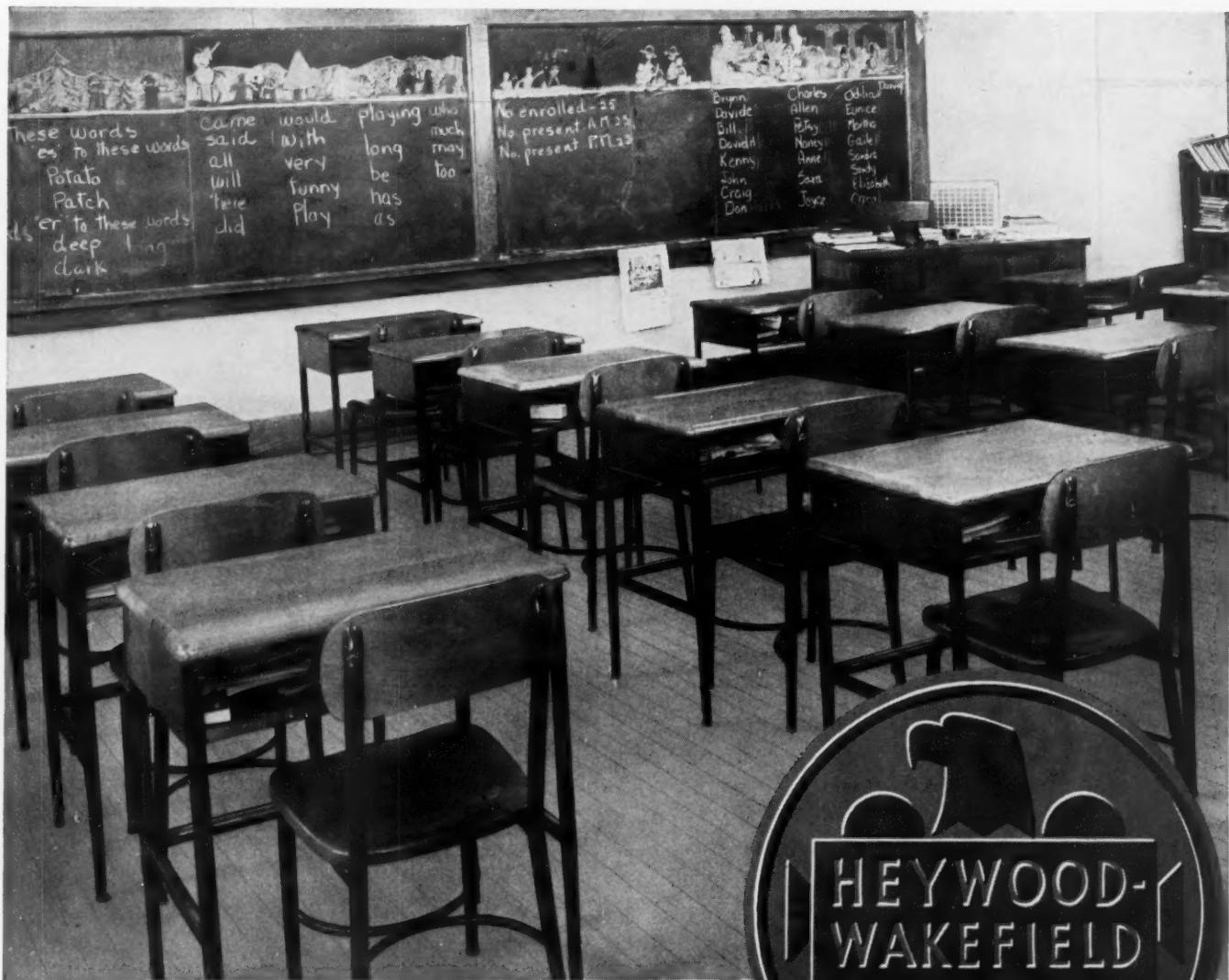


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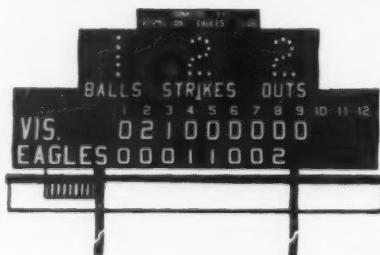
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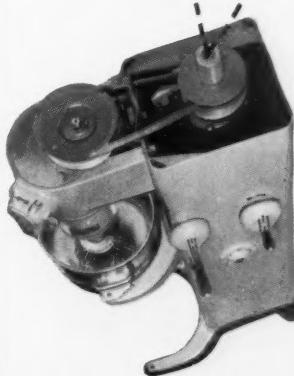
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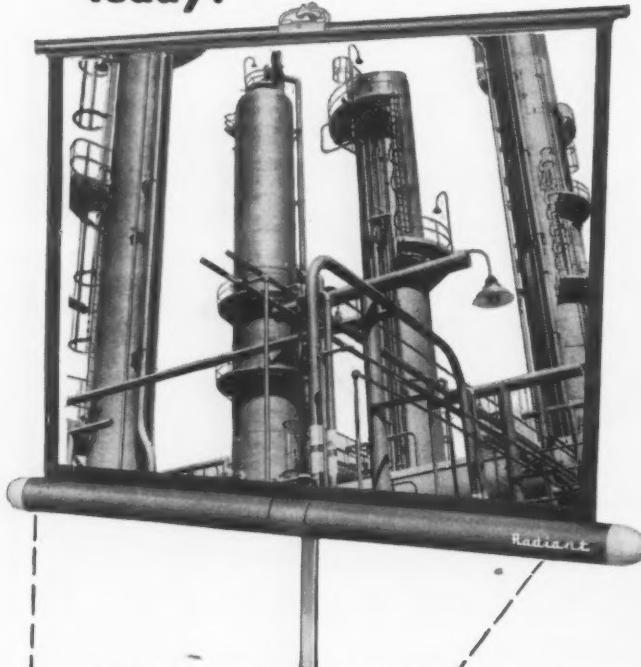


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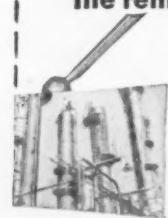
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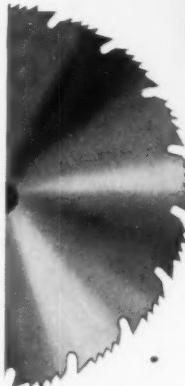
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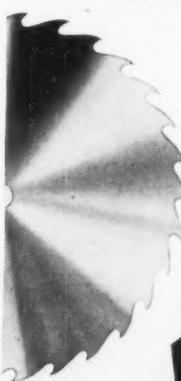


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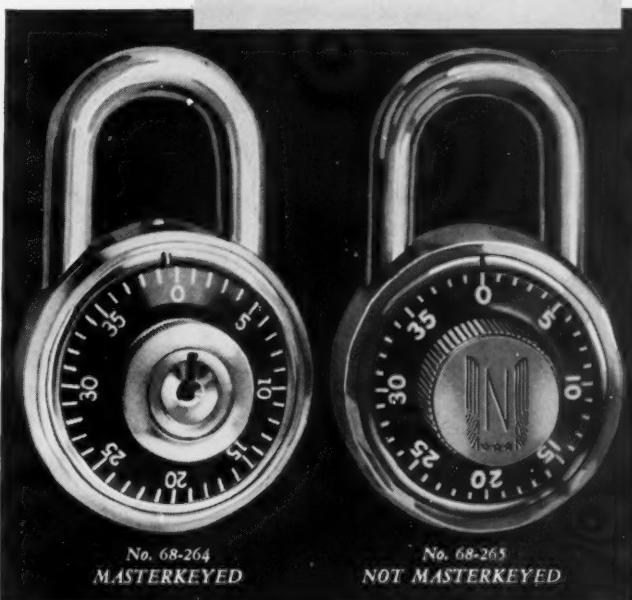


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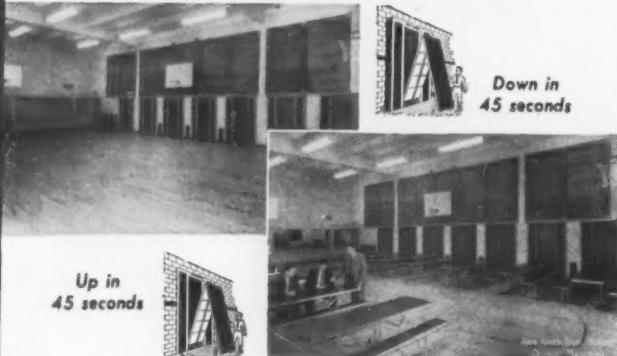
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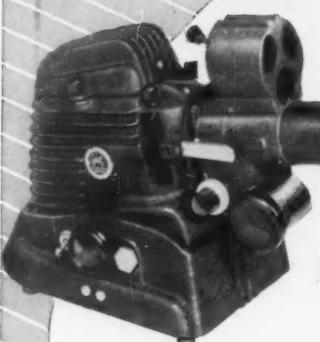
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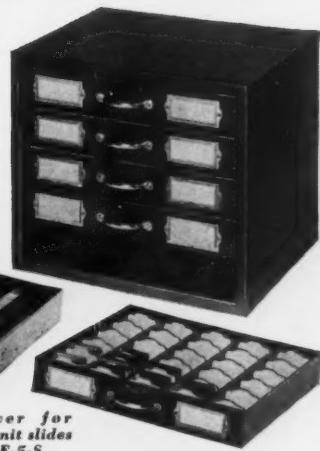
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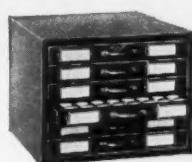


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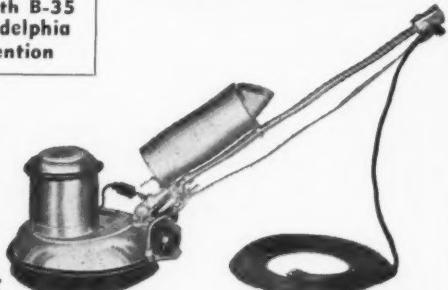
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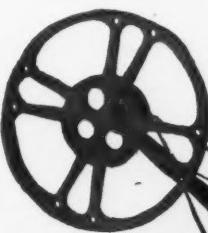
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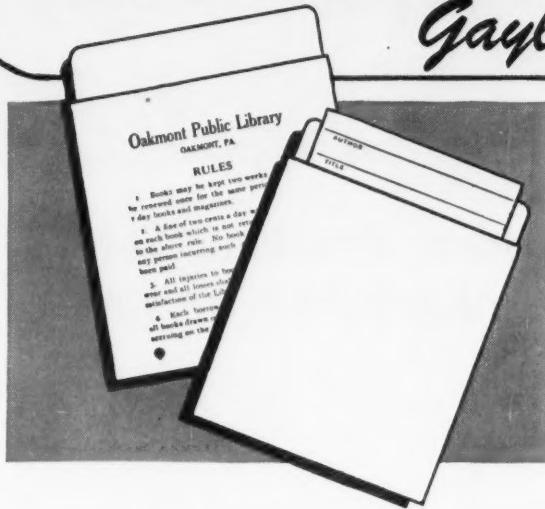
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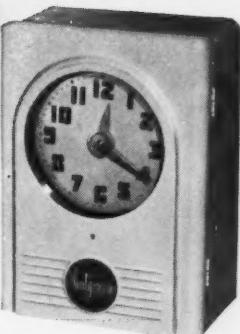
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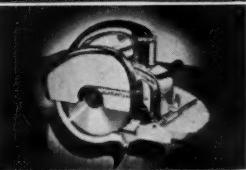
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LOCKER ROOM BUDGETS!

McArthur Super-Gym and Super-Turk School Towels are made stronger to last longer . . . that's why the cost-per-use is so low . . . why they're the greatest value in school towels. Strength through double thread weave, 2 ply yarns, woven tape strips between each terry, and extra heavy tape selvage. They're good for 350-500 launderings! A medium priced range is available, too. Write Geo. McArthur & Sons, Inc., Baraboo, Wisconsin.

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NEWCOMB TR-16:

The first real improvement in a transcription player in years. Never before has any player answered so thoroughly the schools need for ruggedness, serviceability, performance and ease of handling. The Newcomb TR-16 plays recordings up to 17½" diameter at 33⅓ or 78 R.P.M. with variable speed for pitch and tempo control. A full 10 watts of undistorted power. Uses a heavy-duty 12" speaker with kick proof grill. Has mike input with separate volume controls for mixing speech with records. Individual bass and treble tone controls. Underwriters approved. Entire unit weighs only 38½ lbs., size only 16¼" x 16¼" x 12".

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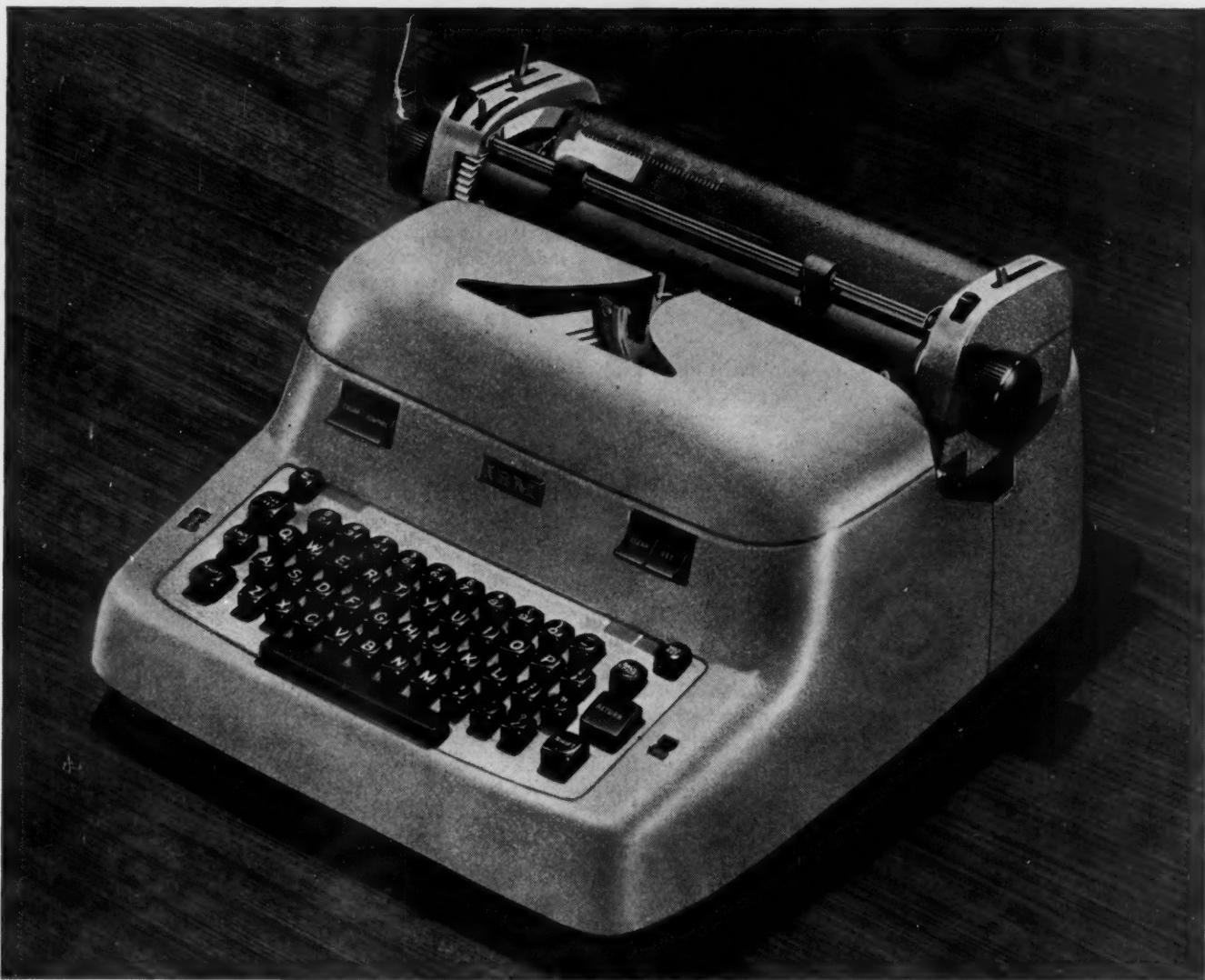
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The new IBM Electric Typewriter offers both employer and typist many advantages. Foremost is its saving of human energy. Typing is almost effortless.

Next in importance is the outstanding quality of the work it produces. Each typed impression is uniform, giving to the finished work an appearance which is invariably neat and pleasing to read.

The experience of many years in manufacturing all-electric (and only electric) typewriters has resulted in excellence of operation and beauty of styling...hence the wide acceptance of IBM Electric Typewriters by typists and businessmen alike.

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What's New FOR SCHOOLS

MARCH 1949

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 136. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Liquid Soap Dispenser



The new Bobrick liquid soap dispenser was developed by a leading industrial designer to combine attractiveness and functional simplicity. Known as the Bobbrick 24, the streamlined hood and all working parts are of stainless steel. The mechanism is completely demountable and replaceable without the use of any special tools. The shatterproof soap container is made of Lustrex which is impervious to all soaps and being translucent, the level of the soap is readily visible. The mechanism, known as Bobbrick HydroFlex, is designed to give trouble-free service indefinitely.

The result of more than two years of research and testing, the new dispenser is attractive, practical and requires a minimum of maintenance. The concealed wall fastening guards against theft and the newly designed, locked filler-cap is chained to the dispenser. The cap can only be opened by a special key. The Bobbrick WallPlad permits attaching the new dispenser to marble, tile, steel, concrete or any hard surface wall without screws in less than 3 minutes, or it may be attached by conventional methods. **Bobbrick Mfg. Corp., Dept. NS, 1839 Blake Ave., Los Angeles 26, Calif. (Key No. 501)**

All-Steel Type Cabinet

The new ATF-91 type cabinet is an economical unit developed for high schools requiring efficient design and construction. The cabinet includes the standard 22 case body with one blank case, one Wells two-font case, one adjustable

lead and slug case and 13 California job cases. Removable steel filler covers lower six case openings and a lock is provided for all cases. All cases are constructed with Preswood Masonite bottoms and have steel cabinet fronts fitted with combination pull and label holders and steel shoes.

Two pupils can be accommodated at the same time at the double working-bank top which extends 3 inches over each end of the cabinet body, providing comfortable knee clearance. Each working surface is designed to hold a full sized type case without overhang. The cabinet is 40½ inches high to lower edge of working surface and occupies 42 by 33 inches of floor space. It is finished in baked enamel. **American Type Founders, Dept. NS, Elizabeth, N.J. (Key No. 502)**

Folding Lunchroom Units

The Schieber "In-Wall" and "Against-the-Wall" folding table and bench units for converting auditoriums, gymnasiums and other rooms quickly into lunchrooms have been improved by the addition of new marbelized linoleum tops. Units are still available with solid color linoleum tops but the new tops offer a variety of colors to harmonize with room decorations. **Schieber Mfg. Co., Dept. NS, 12720 Burt Rd., Detroit 23, Mich. (Key No. 504)**

Portable Microgroove Recorders

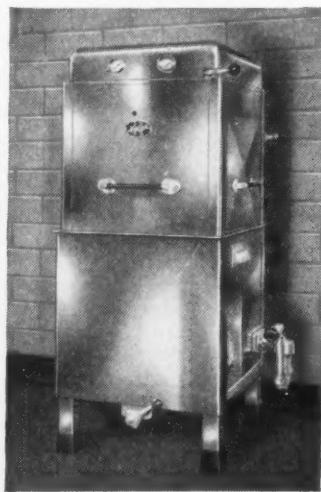
Presto recorders have been redesigned for microgroove as well as regular recording. The new models, known as K-10 and Y-3, feature a pick-up with variable weight and changeable needle and have provision for feeds of 112 and 224 lines per inch, both inside-out and outside-in. Longer playing time and less filing space for recordings are possible with the new recorders since 6¾ minutes of recording occupies only one inch of disc. Disc costs are also reduced by use of this machine. A new improved microgroove playback turntable for high fidelity reproduction of microgroove recordings is also available in either single speed or two speed (78 and 33⅓ r.p.m.) models.

Presto Recording Corp., Dept. NS, P.O. Box 500, Hackensack, N.J. (Key No. 503)

AM-7 Dishwashing Machine

The new AM-7 glass and dishwashing machine is a heavy-duty, semi-automatic rack-type model designed to do the major job in medium-sized kitchens. The completely new water distribution system features a high speed wash. The wing-type rinse sprayers and double-end nozzles above and the pick-off revolving lower rinse arms with curved ends provide water action which quickly strips the food from the dishes. The single-handle control with interlocking device makes it impossible to open the doors while wash or rinse is on.

The unit is made of stainless steel with newly designed doors with long insulated handles. The regular wash water overflow with large skimming surface and lift-off cap is augmented by an auxiliary overflow for plumbing code compliance. Other features include pick-off type, easily removable cabinet cover; dial type wash and rinse thermometers; easily operated drain lever; thermostatically regulated steam injector or gas burner, and conveniently located fill valve. The machine occupies a minimum



of space considering its capacity and is designed for straight wall or corner installations. **The Hobart Mfg. Co., Dept. NS, Troy, Ohio. (Key No. 505)**

Something New

TO SIMPLIFY...
EXPEDITE...
IMPROVE ACCURACY OF

School Hearing Tests

AN IMPORTANT NEW METHOD of conducting fast, yet extremely accurate hearing tests among groups of 20, 30 or even 40 school children simultaneously, has been devised to overcome the most disturbing impediment to satisfactory school hearing test programs.

Since 1925, almost every attempt to screen out hearing defects through group tests has been handicapped in one of two ways:

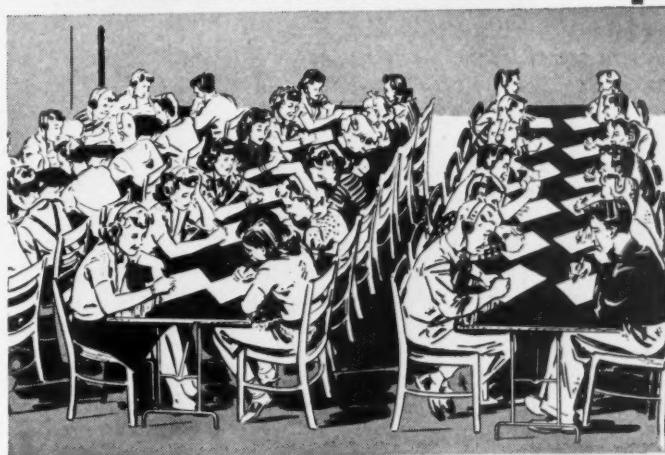
EITHER CHILDREN WITH DEFECTIVE HEARING IN THE HIGH TONES WERE MISSED BECAUSE THEY CORRECTLY GUessed DIGITS SOLELY FROM THE KEY VOWEL SOUNDS

OR,

CHILDREN WHO WERE "NUMBERS SLOW" WERE INCORRECTLY CLASSIFIED AS HAVING IMPAIRED HEARING.

As a result, individual pure-tone tests became the only effective means of detecting all true losses. However, the value of this accuracy gained has often been questioned in the light of both costs and the time consumed in such a program.

Now, a new method (called the "Massachusetts Hearing Test") has combined the precision, accuracy and qualitative analysis of individual testing pure-tone audiometers with the mass testing convenience of group audiometric equipment.



P. W. Johnston of the Massachusetts Department of Health states that "Forty children can be tested with this method (the Massachusetts Hearing Test) and all papers graded in approximately 17 minutes." Scientific retests by pure-tone individually proved the accuracy of the first sweep tests.

In his tests, Johnston utilized Maico RS group audiometric equipment (A.M.A. accepted) or other group audiometric equipment on hand in conjunction with the Maico D-8 (portable) or D-9 (table) model individual pure-tone audiometers (both A.M.A. accepted).

Write for further information on how this new test methodology using standard A.M.A. accepted Maico audiometric equipment can increase the speed and effectiveness of the hearing test program in your school or school system.

L. A. Watson, President
The Maico Company, Inc.
Minneapolis 1, Minn.

Dept. 637

Please send me reprints of P. W. Johnston's article on the Massachusetts Hearing Test. I am interested in learning how the speed and effectiveness of school hearing programs can be improved.

Name _____

School _____ Position _____

Address _____

City _____ Zone _____ State _____

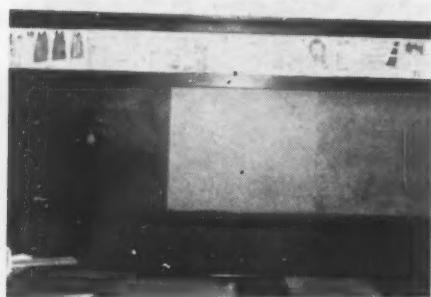


SCHOOL AUDIOMETRIC TESTING EQUIPMENT

637 MAICO BLDG., MINNEAPOLIS 1, MINN.

HEARING SCIENCE ADVANCES
THROUGH MAICO RESEARCH

Blackboard Reconditioner



A new method has been developed to recondition old blackboards that have a polished surface and on which chalk no longer marks clearly because of years of use. The new Pangborn equipment is designed to sandblast the boards quickly, efficiently and without dirt or muss. Consisting of three parts—a blast cleaning machine, a dust collector and an air compressor—the equipment is easily portable, quickly set up and readily moved from room to room.

A four foot section of blackboard can be blast-cleaned at each setting of the machine which fits tightly against the blackboard with special rubber seals to prevent escape of the air-driven abrasive and the resultant dust. The dust is collected by vacuum in a bag which is easily emptied at convenient intervals, thus no dirt escapes into the schoolroom and the operator works in a clean atmosphere. Air pressure for operation of the equipment is furnished by a compressor stationed outside the building, powered by a portable gasoline or electric motor. The equipment is easy and economical to operate and after use the blackboard has a superior finish. **Pangborn Corporation, Dept. NS, Hagerstown, Md. (Key No. 506)**

Neo-Sponge Comfort Mat

The Neo-Sponge Comfort Mat is an all around standing mat with a new, different and more restful cushioning effect. Made of du Pont Neoprene, there are triangular raised "feet" on both sides of the mat to provide non-slip foot traction and make the mat reversible. The mat is non-absorbent and is an insulator, both thermally and electrically. It is resistant to deterioration by greases, fats, oils, heat or acids and comes in standard widths of 18 and 36 inches with lengths up to 9 feet 6 inches. **American Floor Products Co., Dept. NS, 1526 M St., N.W., Washington 5, D.C. (Key No. 507)**

Concealed Door Closer

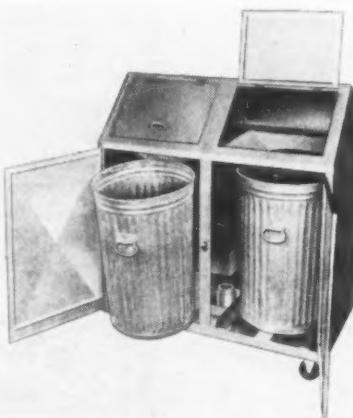
A new door closer has been announced which provides concealed control for any metal interior door up to 3 feet 6 inches by 7 feet by 1 $\frac{1}{4}$ inches

in size at a cost which compares favorably with that of an ordinary exposed closer of similar capacity. The closing mechanism is entirely hidden within the top rail of the door and only a slender arm, attached to the frame by a recessed soffit plate, is visible. Violent opening is prevented by a shock-absorber which is standard equipment and a hold-open arm may be specified. The closer can be installed in a minimum of time as both door and frame are previously prepared for the closer by the door fabricator. **LCN Closers, Inc., Dept. NS, 416 W. Superior St., Chicago 10. (Key No. 508)**

result of years of research and development. Utilizing a plastic surface film to seal in the colors used in the Hectograph process, the new carbon paper is designed for use with duplicating machines. It is smudge resistant, thus permitting handling by an operator without soiling of fingers and clothing. The carbon will produce sharp master copies with improved uniformity in intensity and makes a large quantity of reproductions. Because of the plastic surface film, the paper resists moisture and is unaffected by summer temperatures or high humidity. **Underwood Corporation, Dept. NS, 1 Park Ave., New York 16. (Key No. 510)**

Garbage Container

Sanicon is a container which completely encloses refuse cans and keeps them fumigated with a special chemical compound built into a receptacle in the



bottom of the unit. The hinged lid cannot be lost or broken and it will remain open when raised all the way, thus allowing the use of both hands for disposing of refuse. Metal aprons beneath the top doors funnel the garbage into the inside cans without spilling, the lid is closed and the garbage is kept free from vermin, flies, rodents and other pests and gives off no odor.

Constructed of aluminum alloy, Sanicon is rustproof and can be used either indoors or outdoors. It is mounted on 3 inch rubber-tired ball-bearing casters and thus is easy to move to the site of garbage pick-up or disposal. The deodorant, containing 5 per cent DDT, is harmless to humans and needs replacing only at 6 month intervals for maximum effectiveness. Sanicon is available in double size, holding 2 cans up to 26 gallons capacity each, and in single size. **The Sanicon Co., Dept. NS, Western Union Bldg., Norfolk, Va. (Key No. 509)**

Letheray Units

New Letheray units have been designed for use in protecting stored foods, books and other products from air-borne bacteria and mold spores. They may be mounted flush on ceilings or over tables and conveyors in store rooms, kitchens and other locations where supplies are stored or handled. These ultraviolet units are designed for direct irradiation of supplies or of the surrounding air. The units are equipped with adjustable louvers which can be set to direct or baffle the germicidal rays as desired. They are also suitable for protection of personnel through destroying air-borne bacteria. **Hanovia Chemical & Mfg. Co., Dept. NS, Newark 5, N. J. (Key No. 511)**

Demountable Steamer Door

Demountable steamer compartment doors, which can be quickly removed for easy cleaning, are now available for Steam-Chef Cookers. The new door is made of aluminum so that it is light in weight and sanitary. It will be standard equipment on all new Steam-Chef models and is offered as a conversion feature on



Hectograph Carbon Paper

The new Underwood Finger-Proof Stainless Hectograph Carbon Paper is the

all previous models. **The Cleveland Range Co., Dept. NS, 3333 Lakeside Ave., Cleveland 14, Ohio. (Key No. 512)**

One-Piece China Cup

A new mechanized process has been developed to produce a one-piece cup without joints, cup and handle forming an integral unit. Cost is reduced by the new automatic cup-making process which results in accelerated production and low breakage during manufacture. Strength of cup and handle is equalized by this process which is the result of an intensive research program.

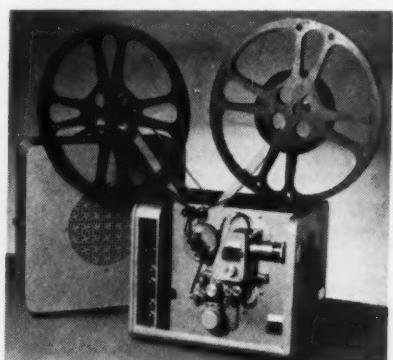
The new cup is available in the Ovide shape and is made with the All-American vitrified china body used in all Buffalo China products. It is supplied with or without standard decorations in Buffalo China white, Cafe and Lune colors. **Buffalo Pottery, Inc., Dept. NS, Buffalo 10, N.Y. (Key No. 513)**

Reproduction Unit

A new streamlined dry process reproduction unit has been announced for making a variety of dry prints, positives and negatives. It is designed to reproduce anything drawn, typed, printed or photographed on translucent paper in a matter of seconds. Only a single operator is needed to turn out prints with black, red, blue, yellow or sepia lines and images. The machine develops continuous prints up to 42 inches wide from cut sheets or roll stock in any lengths, at a speed of 5 feet per minute. The unit is easily installed and is simple to operate. **Peck and Harvey, Dept. NS, 5736 N. Western Ave., Chicago 45. (Key No. 514)**

"Sound King" Projector

The "Sound King" Projector has been taken over by the Connecticut Telephone and Electric Division which company has brought out a new 16 mm. sound-silent model. The new model has been basically redesigned and reengineered, the more important changes including power rewind; 8 inch Alnico



magnet dynamic unit; amplifier with a 5 watt output; safety interlock mechanism which automatically cuts off the motor and lamp if the film is lost;

cushion action film shoes for added film life; simplified threading and gate operation, and a reduced number of sprockets and of gears in the gear train.

Known as Model C-1, the new projector produces a sharp, brilliant picture, has rich clear sound, is light in weight and easy to operate. Projector and speaker are housed in carrying cases. **Connecticut Tel. & Elec. Div., Great American Industries, Inc., Dept. NS, Meriden, Conn. (Key No. 515)**

Electric Ceramic Kiln

The new Hotpack electric ceramic kiln is a small, compact unit which should serve effectively in the art department. The interior size is 8 inches wide, 8 inches deep and 11 inches high.



Heaters are constructed to allow air circulation between coils, thus giving long firing service. Three sets of elements deliver an even distribution of heat throughout the chamber and the base of the kiln has special insulation so that it can be used on a table top.

Controls are located on the top panel for convenience, a three heat switch permits low, medium and high heat, a built-in visible indicating pyrometer shows the actual temperature in the kiln and the unit has two removable shelves. **The Electric Hotpack Co., Inc., Dept. NS, Philadelphia 35, Pa. (Key No. 516)**

Voit Batting Tee

The new Voit BT1 Batting Tee has been developed to make it possible for four or five times as many youngsters to bat during each play period and to serve as a trainer when teaching young batters how to place their hits.

The unit consists of a heavy base on which the tee, a flexible rubber neck with a soft rubber tip, is mounted. The softball is set on the tip of the tee from which it is hit by the batters. The tee is sturdily constructed and is adjustable from 21 to 39 inches in height. **W. J. Voit Rubber Corp., Dept. NS, 1600 E. 25th St., Los Angeles 11, Calif. (Key No. 517)**

Functional Kindergarten Furniture



Completely functional school furniture, designed by Mr. James Leonard for the Educational Supply Association of England, is being introduced in America by Knoll Associates. Developed as a result of wartime shortages, the new furniture is constructed of aluminum alloy and resin-bonded plywood and is light in weight, sturdy and attractive. The metal parts are finished by a new process which produces a hygienic, scratch-proof gloss finish which is easily maintained.

The kindergarten tables, illustrated, and matching chairs are designed so that they can be readily stacked vertically in a minimum of space when the room is to be cleared for activity projects. The aluminum alloy and plywood construction makes both tables and chairs light in weight and easy to handle. The clean, modern lines of the furniture make it attractive and at the same time maintenance is facilitated. The chairs, with seat and backrest of molded plywood, provide a natural seating position and are available in 10, 11, 12, 13, 14 and 15 inch heights. Tables are 36 by 18 or 18 by 18 inches, depending upon need, and are 15, 17, 19 and 22 inches in height. **Knoll Associates, Dept. NS, 601 Madison Ave., New York 22. (Key No. 518)**

Record Storage

A new economical, efficient and simple method of housing, filing and protecting recordings and transcriptions is offered in the Diskeeper. This convenient unit consists of sectional cabinets which can be placed together to form a file or library of any required size. Each unit of the all metal cabinet contains six compartments, three in a row, two tiers high. Each compartment houses 30 discs in individual pockets constructed of strong red wallet material. It is so designed that the record in the pocket can be swung out when needed.

The cabinets, constructed of 20 gauge metal, spot-welded, are available in three sizes, for 10, 12 and 16 inch discs. Where albums are used the individual pockets can be omitted from the necessary number of compartments. **Wallach & Associates, Dept. NS, 1532 Hillcrest Rd., Cleveland 18, Ohio. (Key No. 519)**

Aluminum Slide Binder

The new GoldE "Snap-it" aluminum 2 by 2 inch slide binder is designed to permit easier, faster mounting of 35 mm. color or black and white film. The film is placed between the two pieces of glass in the binder and the binder snaps them together. The film is self-centering and is held firm and flat.

The aluminum binder has round corners, is shockproof and dustproof and provides protection for color transparencies. It can be reused since the film is readily snapped out and another put in. The binder is light in weight, easy to store or carry in quantity and has an identification panel for projection guide. GoldE Mfg. Co., Dept. NS, 1222 W. Madison St., Chicago 7. (Key No. 520)

Ampro Film Splicer

A precision film splicer for handling 8 mm. and 16 mm. sound and silent films has been developed by Ampro. Single shearing action, rapid repeated splicing operations, narrow pressure welded splice and splicing of sound with heads up for amateur editing or tails up for inspection or repair service are some of the features of the new unit. It is finished in bronze crinkle-baked enamel. Ampro Corp., Dept. NS, 2835 N. Western Ave., Chicago 18. (Key No. 521)

Institutional Sound System

A new institutional paging, call and sound system for general coverage has been developed. The unit type of amplification installation is used and the number of input sources, such as microphones, may be increased by installing a small packaged sub-chassis into the main amplifier. Equalizers are available where unusual acoustical conditions are involved. Larger installations use rack and panel mounting in which simultaneous paging may be done to different outlets and an emergency "all-call" to all outlets. The system is flexible in use, economically expanded as needed and easily maintained. Bardwell & McAlister, Inc., Dept. NS57, Box 1310, Hollywood 28, Calif. (Key No. 522)

Gravity-Feed Slicer

The new Model 805 Gravity-Feed Slicer is designed to combine the best features of the gravity principle with precision slicing. It provides a fast, easy way to slice hot and cold meats, fruits and vegetables, bread and cheese down to the last piece.

A large removable receiving tray of

stainless steel extends far enough under the knife to permit of slices stacking in the center. The carbon steel knife slices in any thickness up to $\frac{1}{4}$ inch and thickness is easily set by an illuminated dial adjuster. An automatic concealed sharpener is attached to the machine and the motor is totally enclosed. The new slicer has no corners or crevices to collect crumbs and is easily taken apart for cleaning. All parts of Model 805 are made of stainless steel, anodized aluminum or chrome with base finished in white baked-on Dulux. U. S. Slicing Machine Co., Inc., Dept. NS, La Porte, Ind. (Key No. 523)

MagicTape Recorder

The new Crestwood MagicTape Recorder features two new engineering developments, completely new type of recording mechanism and a compact, high gain amplifier unit. The result is a high fidelity tone, reproducing the full



frequency range from 50 to 8000 cycles and capable of recording and reproducing fine gradations of voice, instrument and orchestra in a low priced machine.

Two channel recording is another feature of the new machine which puts a full hour's recording on a standard half hour reel but single channel recordings made on other machines can be played on the Crestwood. Three controls, forward-stop-rewind, record-or-play and tone-and-volume, make operation simple. Reels are threaded into the machine by merely dropping the tape into a slot. Accidental erasing while rewinding tape is prevented by a safety control and rewind time is less than $1\frac{1}{2}$ minutes for a half-hour reel. The machine is compact, weighing only 25 pounds including microphone and extra reel, and is housed in a sturdy, portable case with carrying handle.

It is self-contained but output jacks permit playing through a high fidelity radio amplifier, a public address system or auxiliary speakers. Crestwood Recorder Corp., Dept. NS, 218 S. Wabash Ave., Chicago 4. (Key No. 524)

Product Literature

- Six lithographed wall charts in two colors, illustrating the important areas of nuclear physics, each measuring 25 by 36 inches and printed on heavy stock, have been developed by Westinghouse Electric Corp. School Service, Pittsburgh 30, Pa. A 32 page book of supplementary information accompanies the charts, the complete set selling for \$1. The charts cover the 10 basic particles important in nuclear physics, how nuclei are put together, natural and man-made nuclear reactions, types of apparatus for detecting and inducing nuclear reactions, 5 areas for the useful application of atomic energy and the major theoretical, experimental and engineering achievements in nuclear physics. (Key No. 525)

- Free test samples of "Crystal-Beaded" screen fabric are being offered by the manufacturer, Da-Lite Screen Co., Inc., 2711 N. Pulaski Rd., Chicago 39. The company has devoted almost 20 years to improving and perfecting a screen surface to give maximum brilliance plus wide-angle reflection without sacrificing long wearing quality. The sample swatch offered is of adequate size to permit fair comparison of the material and carries test instructions. (Key No. 526)

- The 1949 edition of the booklet, "Floors That Endure," has been issued by the Tile-Tex Company, Inc., Chicago Heights, Ill. Included is a pamphlet showing the new 1949 Tile-Tex color line illustrating the new colors available in this practical, durable, attractive asphalt tile. Suggested patterns in asphalt tile are illustrated in full color in the booklet over the heading, "You can design your own floor—here are a few ideas!" (Key No. 527)

- "A study of Machine Accounting Methods for the Advanced Accounting Student" is the title of a 64 page booklet issued by The National Cash Register Co., Dayton 9, Ohio. The booklet is a veritable course in machine accounting with specimen forms reproduced on each page with descriptive text. Subjects covered include accounts receivable; accounts payable, purchase and expense distribution; payroll writing; labor distribution and cost records; window-posting applications; central control and proof in banks, and bank depositors' checking accounts. Blank pages are left between subjects for the student to make his notes. (Key No. 528)

- "Mats for Every Purpose" is the title of a new 12 page folder issued by American Mat Corp., 1736 Adams St., Toledo 2, Ohio. Descriptive information on mats of rubber, wood, composition and steel and their uses in the promotion of sanitation, safety and comfort are included. (Key No. 529)

• A new 1948-1949 catalog, "Films By Coronet," has recently been issued by Coronet Instructional Films, Coronet Bldg., Chicago 1, to provide educators and the entire visual education field with an up-to-date reference for the complete Coronet Film Library. Recommended grade levels for which each film is designed, short descriptive information, educational collaborator and length and price of each film are given, together with information on purchase, lease-purchase and preview, rental sources and a "Utilization Chart." (Key No. 530)

• "This Formica World" is a new external house organ, the first issue of which appeared in October. This attractively laid out and printed booklet, illustrated in full color and in black and white and employing color throughout most effectively, is being published by The Formica Company, 4614 Spring Grove Ave., Cincinnati 32, Ohio. The editorial material contains much of interest to any executive, including a "sight seeing tour" through the new Terrace Plaza Hotel in Cincinnati, how Formica is used in airplanes and the story of Pregwood, a combination of wood and plastic. The magazine is being sent to the company's customers and potential customers as well as to employes to acquaint them with new developments and applications of Formica products. (Key No. 531)

• A new catalog of "Harold Equipment and Supplies for Colleges, Schools and Institutions" has been issued by Harold Supply Corp., 100 Fifth Ave., New York 11. Illustrated and described are many items of furniture, dietary equipment and supplies, lighting, maintenance equipment and supplies and dormitory equipment. (Key No. 532)

• "Weather Instruments and Teaching Aids" are illustrated and described in a catalog recently issued by Science Associates, 401 N. Broad St., Philadelphia 8, Pa. Specific recommendations are made in the booklet for complete weather stations suitable for a primary school, a secondary school and a college. (Key No. 533)

• Buyers of fluorescent lighting equipment can make certain the fixtures they purchase will provide the performance that has been specified through a study of the new "Fleur-O-Lier Index System" booklet recently published by Fleur-O-Lier Manufacturers, 2116 Kieth Bldg., Cleveland 15, Ohio. Included is information on the evaluation of luminaires; data and drawings relating to fixture classification, shielding, brightness and service classification; standard specifications, test procedures and inspection procedures, and a chart on the Fleur-O-Lier Index System. (Key No. 534)

• A comprehensive catalog of "Edwards Electrical Signaling Communication and Protection" equipment for schools, colleges, hospitals and other buildings has recently been issued, in semi-loose-leaf form, by Edwards and Company Inc., Norwalk, Conn. The catalog is divided by marginal tabs clearly marked as to products and the complete index system makes it easy to find the desired data. Technical information, specifications, diagrammatic drawings and other illustrations on the complete line offered by this company are supplemented by detailed price lists at the end of each section. (Key No. 535)

• "A Catalog of Selected Publications" has been issued by British Information Services, 30 Rockefeller Plaza, New York 20, containing a selected list of publications issued free of charge and listed under booklets and reference material. (Key No. 536)

Film Releases

"Seven Little Ducks," 2 editions, one for primary and one for secondary schools; "Navajo Indians of the Painted Desert," 1 reel, 16 mm. sound, black and white; "Frontier Farmers of Alaska," 16 mm. sound, color or black and white, 18 min. Bailey Films, Inc., 2044 N. Berendo, Hollywood 27, Calif. (Key No. 537)

"Spanish Children," "Iberian Peninsula," "Australia," "Personality Development Series, Parts I, II and III," "The Airport," "British Isles" and "Building a Highway," all 16 mm. 1 reel, sound, black and white. Encyclopaedia Britannica Films Inc., Wilmette, Ill. (Key No. 538)

"Wheels A-Rolling," film of Chicago Railroad Fair 1948 pageant, 16 mm. sound and color, 16 mm. black and white or 8 mm. black and white. John Ott Flms, 730 Elm St., Winnetka, Ill. (Key No. 539)

Six new filmstrips on "Transportation Around the World," black and white, average 50 frames each, covering "Wheels, Animals and Men," "Engines, Rails and Roads," "Steam, Sail and Muscle," "Water Travel Today," "Conquering the Airways" and "Safety in Transportation." Audio-Visual Div., Popular Science Publishing Co., 353 Fourth Ave., New York 10. (Key No. 540)

"It Must Be Somewhere," color, sound film devoted to the importance to executives and department heads of modern methods of filing. Remington Rand Inc., 315 Fourth Ave., New York 10. (Key No. 541)

"Lake Port," "The Po River Valley (Italy)" and "The Lumber States

(U.S.A.-Pacific Northwest)," 3 new subjects in the series, "The Earth and Its Peoples." United World Films, Inc., 445 Park Ave., New York 22. (Key No. 542)

"Light and Shadow," elementary school science film, "Transmission of Rotary Motion," secondary school science film, "Transfer of Heat," upper elementary and secondary school science film, "We Visit the Seashore," primary grade film and "Let's Look at Animals," elementary science film for grades 1 and 2, all 16 mm., 1 reel, sound. Young America Films, Inc., 18 E. 41st St., New York 17. (Key No. 543)

Suppliers' Plant News

American Tile and Rubber Co., Trenton, N.J., manufacturer of Amtico Rubber Tile, announces the opening of new showrooms at 281 Fifth Ave., New York, where extensive displays will show the complete line. (Key No. 544)

Columbia Mills, Inc., manufacturer of window shades and shade cloth, announces change of location from 225 Fifth Avenue, New York 10, to 428 S. Warren St., Syracuse 2, N.Y. (Key No. 545)

Natco, Inc., manufacturer and distributor of 16 mm. sound projectors and accessories, has moved its headquarters from 505 N. Sacramento Blvd., Chicago 12, to 4401 W. North Ave., Chicago 39. (Key No. 546)

Pittsburgh Corning Corp., manufacturer of structural glass blocks and cellular glass insulation, announces removal from Pittsburgh Plate Glass Bldg., Pittsburgh, to larger quarters at 307 Fourth Ave., Pittsburgh 22. (Key No. 547)

The Rauland-Borg Corporation has purchased the Sound Division of The Rauland Corporation. The new corporation will continue to manufacture and sell the complete line of Sound and Ampli-call products formerly manufactured by The Rauland Corp, at the same address, 4245 N. Knox Ave., Chicago 41, and with the same sales, engineering and production personnel. (Key No. 548)

Wright Manufacturing Co. is the new name of the manufacturing firm formerly known as Taylor Manufacturing Co. The company, manufacturer of Wright Rubber Tile, will continue its general sales headquarters under the new name at the present plant, 3056 W. Meinecke Ave., Milwaukee 10, Wis., but the main administration offices will be moved to the new \$2,000,000 Wright plant addition now under construction at Houston, Tex. A new general sales manager, Bertram R. Scheff, has been appointed by the president. (Key No. 549)

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INDEX TO PRODUCT INFORMATION & ADVERTISEMENTS

● INDEX TO "WHAT'S NEW"

(Pages 130-135)

Key

- 501 Bobrick Manufacturing Corp.
24 Liquid Soap Dispenser
- 502 American Type Founders
All-Steel Type Cabinet
- 503 Presto Recording Corp.
Portable Microgroove Recorders
- 504 Schieber Manufacturing Co.
Folding Lunchroom Units
- 505 The Hobart Manufacturing Co.
Dishwashing Machine
- 506 Pangborn Corporation
Blackboard Reconditioner
- 507 American Floor Products Co.
Neo-Sponge Comfort Mat
- 508 LCN Closers, Inc.
Concealed Door Closer
- 509 Sanicor Co.
Garbage Container
- 510 Underwood Corporation
Hectograph Carbon Paper
- 511 Homovac Chemical & Mfg. Co.
Letheray Units
- 512 The Cleveland Range Co.
Demountable Steamer Door
- 513 Buffalo Pottery, Inc.
One-Piece China Cup
- 514 Peck and Harvey
Reproduction Unit
- 515 Connecticut Tel. & Elec. Div.
"Sound King" Projector
- 516 The Electric Hotpack Co., Inc.
Electric Ceramic Kiln
- 517 W. J. Vodi Rubber Corp.
BTI Batting Tee
- 518 Knoll Associates
Functional Kindergarten Furniture
- 519 Wallach & Associates
Diskeeper
- 520 GoldE Manufacturing Co.
Aluminum Slide Binder
- 521 Ampro Corporation
Ampro Film Splicer
- 522 Bardwell & McAllister, Inc.
Institutional Sound System

INDEX TO PRODUCTS ADVERTISED

Key

- 523 U. S. Slicing Machine Co., Inc.
Gravity-Feed Slicer
- 524 Crestwood Recorder Corp.
MagicTape Recorder
- 525 Westinghouse Electric Corp.
Physics Charts and Booklets
- 526 Da-Lite Screen Co., Inc.
Screen Fabric
- 527 The Tile-Tex Company, Inc.
"Floors That Endure"
- 528 The National Cash Register Co.
"Machine Accounting Methods"
- 529 American Mat Corp.
"Mats for Every Purpose"
- 530 Coronet Instructional Films
Catalog
- 531 The Formica Company
"This Formica World"
- 532 Harold Supply Corp.
"Harold Equipment and Supplies"
- 533 Science Associates
"Weather Instruments"
- 534 Fleur-O-Lier Manufacturers
Booklet
- 535 Edwards and Company Inc.
Catalog
- 536 British Information Services
Catalog
- 537 Bailey Films, Inc.
Film Releases
- 538 Encyclopaedia Britannica Films Inc.
Film Releases
- 539 John Ott Films
Film Release
- 540 Popular Science Pub. Co.
Filmstrip Releases
- 541 Remington Rand Inc.
Film Release
- 542 United World Films, Inc.
Film Releases
- 543 Young America Films, Inc.
Film Releases
- 544 American Tile and Rubber Co.
New York Showrooms
- 545 Columbia Mills, Inc.
Change of Address
- 546 Naco, Inc.
Change of Address
- 547 Pittsburgh Corning Corp.
Change of Address
- 548 The Rauland-Borg Corp.
Change of Ownership
- 549 Wright Manufacturing Co.
New Corporate Name and New General Sales Manager

- | Key | Page |
|--|------|
| 550 Acorn Wire and Iron Works
Wire Partitions | 110 |
| 551 Advance Floor Machine Company
Floor Maintenance | 118 |
| 552 Allied Radio Corp.
Radio Catalog | 118 |
| 553 Aluminum Cooking Utensil Company
Kitchen Equipment | 11 |
| 554 American Blower Corporation
Unit Ventilator | 61 |
| 555 American Floor Surfacing Machine Co.
Floor Maintenance | 127 |
| 556 American Photocopy Equipment Co.
Duplicating Machine | 120 |
| 557 American Type Founders Corp.
Educational Planning Service | 88 |
| 558 Ampro Corporation
Movie Projector | 88 |
| 559 Archer Manufacturing Co.
Portable Dental Chair | 124 |
| 560 Armstrong Cork Company
Acoustical Material | 59 |
| 561 Atkins & Company, E. C.
Saws | 119 |
| 562 Ation Floor Surfacing Machinery Corp.
Floor Maintenance | 128 |
| 563 Bay West Paper Company
Paper Towels | 64 |
| 564 Bell & Howell Company
Movie Projector | 55 |
| 565 Berger Manufacturing Div.
Steel Wardrobes | 16 |
| 566 Beseler Company, Chas.
Optronic Projector | 77 |
| 567 Blackshear & Company, G. S.
Food Mixer | 115 |
| 568 Bradley Washoutain Company
Plumbing Equipment | 62 |
| 569 Brillo Manufacturing Company
Steel Wooler | 126 |
| 570 Bruin & Co.
Cleaning Material | 116 |
| 571 Burroughs Adding Machine Company
Calculator | 65 |
| 572 Celotex Corporation
Acoustical Material | 27 |
| 573 Chevrolet Motor Division
School Bus Chassis | 75 |
| 574 Churchill Manufacturing Company
Gym Floor Finish | 122 |
| 575 Clarke Sanding Machine Co.
Floor Maintenance | 63 |

INDEX CONTINUED ON FOLLOWING PAGE →

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This card is detachable and is provided for your convenience in obtaining information on all items advertised in this issue or described in the "What's New" Section. See reverse side.

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Index to Products Advertised—Continued

Key		Page
576	Continental Steel Corporation Wire Fence	82
577	Cram Company, Inc., The George F. Maps & Globes	114
578	Crane Company Plumbing Equipment	105
579	Darnell Corporation, Ltd. Casters	115
580	Duy-Brite Lighting, Inc. School Lighting	57
581	Detroit-Michigan Stove Co. Kitchen Equipment	18
582	Dick Company, A. B. Duplicator	109
583	Ditto, Inc. Duplicating Machine Supplies	95
584	Dodge Division School Bus Chassis	87
585	Dudley Lock Corporation Locks	126
586	DuPont de Nemours & Co., Inc., E. I. Shade Cloth	54
587	Encyclopaedia Britannica Films, Inc. Films	91
588	Endur Paint Co. Green Resurfacer for Blackboards	53
589	Finnell System, Inc. Mop Truck	114
590	Ford Motor Company School Bus Chassis	15
591	Frigidaire Division Refrigerator	79
592	Gale City Sash & Door Co. Awning Windows	72
593	Gaylord Brothers Book Pockets	125
594	Geepres Wringer, Inc. Mop Wringer	116
595	Gold-M Manufacturing Company Projection Machine	120
596	Gumpert Company, Inc., S. Institutional Food	2nd cover
597	Guth Company, Edwin F. School Lighting	104
598	Hamilton Manufacturing Co. Laboratory Furniture	125
599	Hammond Desk Co. Decks	121
600	Heyer Corporation Duplicating Equipment	121
601	Heywood-Wakefield Company School Furniture	113
602	Hill Floor Machine Co. Floor Maintenance	94
603	Hillyard Sales Companies Floor Maintenance	117

Key		Page
604	Hobart Manufacturing Company Food Machines	Facing page 49
605	Holden Patent Book Cover Co. Book Covers	73
606	Holmes Projector Company Movie Projector	123
607	Horn Brothers Co. Folding Bleachers	106
608	Hotpoint, Inc. Kitchen Equipment	7
609	Huntington Laboratories, Inc. Gym Floor Seal	102
610	International Bronze Tablet Co. Memorial Tablets	123
611	International Business Machines Corp. Electric Typewriter	129
612	Johns-Manville Unit Construction	following page 16
613	Johnson & Son, Inc., S. C. Floor Wax	14
614	Johnson Service Company Temperature Controls	2
615	Kent Company, Inc. Floor Maintenance	122
616	Keweenaw Mfg. Co. Laboratory Furniture	100
617	Keystone View Company Tachistoscope	112
618	Krueger Metal Products Co. Folding Chair	126
619	LaBelle Industries, Inc. Slide Projector	82
620	Libbey-Owens-Ford Glass Co. Multi-Pane Glass	93
621	Lyon Metal Products, Incorporated Lockers—Folding Chairs	89
622	McArthur & Sons, George Gym Towels	120
623	McGann & Sons Co., T. F. Memorial Tablets	119
624	Mohrke Productions, Carl F. Vocational Films	115
625	Malco Co., Inc. Audiometer	131
626	Marble Institute of America, Inc. Marble Units	106
627	Medart Products, Inc., Fred Gymnasium Equipment	13
628	Midland Laboratories Liquid Soap	86
629	Miller Company School Lighting	83
630	Minneapolis-Honeywell Regulator Co. Temperature Control	4th cover
631	Minwax Company, Inc. Weathercap	78
632	Mitchell Mfg. Co. Folding Tables	116

March, 1949

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

WHAT'S NEW

ADVERTISEMENTS											
501	516	531	546	550	565	580	595	610	625	640	655
502	517	532	547	551	566	581	596	611	626	641	656
503	518	533	548	552	567	582	597	612	627	642	657
504	519	534	549	553	568	583	598	613	628	643	658
505	520	535	545	554	569	584	599	614	629	644	659
506	521	536	546	555	570	585	600	615	630	645	674
507	522	537	547	556	571	586	601	616	631	646	675
508	523	538	548	557	572	587	602	617	632	647	676
509	524	539	549	558	573	588	603	618	633	648	677
510	525	540	550	559	574	589	604	619	634	649	678
511	526	541	551	560	575	590	605	620	635	650	679
512	527	542	552	561	576	591	606	621	636	651	680
513	528	543	553	562	577	592	607	622	637	652	681
514	529	544	554	563	578	593	608	623	638	653	682
515	530	545	555	564	579	594	609	624	639	654	683

Key		Page
633	Montgomery Mfg. Company Program Timers	127
634	Moore Company, E. R. Choral Gowns	79
635	Moden and Sons Score Boards	114
636	National Lock Company Locks	119
637	National Sanitary Supply Association Trade Association	127
638	Nelson Co., Inc., A. R. Classroom Wardrobes	86
639	Nelson Corporation, Herman Unit Ventilator	101
640	Neomode Products Corp. Film Accessories	131
641	Newcomb Audio Products Co. Transcription Player	120
642	Onsida Products Corporation School Bus	8
643	Page Fence Association Wire Fence	124
644	Peabody Seating Co. Teachers' Desks	126
645	Pittsburgh-Corning Corporation Insulation	61
646	Powers Regulator Co. Temperature Control	12
647	Presto Recording Corp. Recording Equipment	111
648	Radiant Manufacturing Corp. Projection Screen	116
649	Radio Corporation of America Movie Projector	107
650	Rcaulund-Borg Corporation Sound System	123
651	Reo Motors, Incorporated School Bus	17
652	Revere Camera Company Movie Projector	5
653	Richards-Wilcox Mfg. Co. Folding Partitions	108
654	Rixon Company, Oscar C. Concealed Door Closers	60
655	Royal Typewriter Company, Inc. Typewriter	65, 87
656	Schieber Mfg. Co. Folding Partitions	120
657	Sexton & Company, John Institutional Food	following page 49
658	Shilow, Inc. Electric Drill	120
659	Sloan Valve Company Flush Valves	1
660	Squires Inkwell Company Inkwell	128
661	Standard Electric Time Company Program Time System	64
662	Stuart Co., George Maintenance Products	78
663	Superior Coach Corporation School Bus	108
664	Symmons Engineering Company Shower Safety Valve	126
665	Tile-Tex Company Asphalt Tile	71
666	Toro Manufacturing Corporation Power Roller	94
667	Vestal, Inc. Floor Seal	88
668	Victor Animatograph Corporation Movie Projector	3rd cover
669	Voit Rubber Corp., W. J. Athletic Equipment	78
670	Weber Costello Company Chalkboard	82
671	West Disinfecting Company Sanitation Products	88
672	Williams Company Steel Wooler	124
673	Williams Iron Works, Inc. Steel Grandstands	117
674	Wolber Duplicator & Supply Co. Duplicator	122
675	Wyandotte Chemicals Corporation Maintenance Products	73
676	Yawman and Erbe Manufacturing Co. File Folders	80

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